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ABSTRACT

This practicum was formulated because of the consistent pressure from parents and teachers of the existing three year-round schools in the Cherry Creek School District, Englewood, Colorado to consider expanding year-round education to the middle school. As a result of two previous studies that were completed at the time of the formulation of the proposal, the author was able to capitalize upon the work of these committees and expand his involvement into the survey of the parents and finally the implementation of the alternative year-round program; thus setting up a dual calendar operation at Laredo Middle School. (RC)

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NEEDS ASSESSMENT AND IMPLEMENTATION OF A DUAL CALENDAR

by

Galen R. Crowder

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ABSTRACT

The purpose of this practicum was to assess the community desire in implementating a year-round school program at the middle school level. As a result, a 45-15 optional calendar was made available to the parents in the Cherry Creek School District.

INTRODUCTION

This practicum was formulated because of the consistent pressure from parents and teachers of the existing three year-round schools to consider expanding year-round education to the middle school level. As a result of two previous studies that were completed at the time of the formulation of the proposal, the writer was able to capitalize upon the work of these committees and expand his involvement into the survey of the parents and finally the implementation of the alternative year-round program; thus setting up a dual calendar operation at Laredo Middle School. The alternative program is presently in its second quarter of operation. The first quarter began on July 6, 1976. This represents the first day that students at the middle school level had a calendar option in the Cherry Creek School District. Although the numbers of people responding to the program was not as great as indicated in the survey, the program was begun with a very successful beginning.

NEEDS ASSESSMENT AND IMPLEMENTATION OF A DUAL CALENDAR

Crowder, Galen R.[1]

Objective Number One

Objective Number One was to administer a survey to determine the desires of the parents and students to implement a 45-15 year-round program at the middle school level. A needs assessment was completed by two year-round study committees. The first was appointed on April 16, 1973, when the Board of Education approved a resolution to establish a K-12 year-round school study committee. The committee was given three charges:

(1) To study the feasibility of a year-round school plan for the District with an examination of all existing year-round plans, as well as those known to be under consideration.

(2) To carry out the study in such a way as to examine the positive and the negative

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[1] Principal, Laredo Middle School, Cherry Creek School District; student population, 975; type of school, grades 7-8 middle school.

aspects of each plan.

(3) To forward to the Board of Education on or before October 15, 1973, a recommendation resulting from the study (copy of the completed study is contained in Appendix A).

The second committee, known as Phase II of the Year-Round Study Committee, was approved by the Board of Education on December 16, 1974. (Copy of the Board of Education resolution and charge to the committee is contained in Appendix B.)

On Tuesday, November 4, 1975, 2,217 survey forms were mailed to parents of pupils in grades four, five and six of the Cunningham, Eastridge, Mission Viejo, Polton, Pheasant Run and Village East elementary school attendance areas, and also to parents of pupils in grade seven of the Laredo attendance area. On Friday, November 14, 1975, 1,385 survey forms were returned. This represents a 62% return. (Appendix C contains a copy of the cover letter and a copy of the registration survey that was sent on November 4, 1976.) The results of the survey indicated that 134 sixth grade and 107 seventh grade students were interested in the 45-15 model of year-round school education at the middle school level. This number seemed to indicate enough support for the operation of two tracks. (Appendix D contains a copy of the results of the survey as reported to the Superintendent of Schools by the Coordinator of Program Evaluation.)

Objective Number Two

Objective Number Two in behavioral terms is to implement a year-round middle school program at Laredo Middle School. The decision to develop a plan came as a result of a Phase II Committee report to the Board of Education (Appendix E) on October 13, 1975. It was recommended that:

A. An optional middle school program should be available at one middle school in July of 1976.

B. (1) An Implementation Advisory Committee (known as the Public Information and Survey Committee) should be appointed to assist the administration and implementation of the recommendations of the School Board concerning year-round school.

(2) This committee should be composed of members of the Phase I and Phase II Committees, administrators, faculty members and parents from all schools which will be involved.

(3) The duties of this committee in cooperation with the administration and School Board shall include the following:

(i) Conduct further studies on the options proposed in this report;

(ii) Conduct a public information program to acquaint staff, students and parents with the options available;

(iii) Assist in preparation of a committee survey.

This developmental phase of the plan was accomplished and the following is offered as evidence of accomplishment.

The Implementation Survey Committee, known as the Public Information and Survey Committee, was appointed by Superintendent Richard P. Koeppe on October 3, 1975, approved by the Board of Education on October 11, 1975, and had its first meeting on October 15, 1975. Composition of the committee included the Principals and Presidents of the parent-teacher organizations of five elementary schools within the Laredo Middle School attendance area, Laredo Middle School and Campus Middle School, with two members at large from the portion of the school district not within the Laredo attendance area. This did include members that had been on the Phase I and Phase II Committees and included administrators and parents from all schools which could be involved. This committee conducted further studies on the options of the report, conducted a public information program by conducting public informational meetings at Cunningham Elementary School on October 21st, Eastridge Elementary School on October 22nd, Laredo Middle School on October 23rd, and Mission Viejo Elementary School on October 28th. A team of consultants representing two school districts in California that had middle schools on year-round at that time were called in to help conduct the informational meetings and study with the committee. On November 4, 1975, a registration census survey form was mailed to affected parents. (Appendix C) They were asked to respond by returning the ballot by November 14, 1975. Results (Appendix D) were tabulated during the period of December 1st through December 20th and on December 20th the data was analyzed and considered by the Superintendent of Schools. On Tuesday, December 30th, following the meeting with the Superintendent, Assistant Superintendent and Principal of Laredo Middle School, it was decided that it would be educationally sound and economically feasible to offer a 45-15 calendar at Laredo Middle School in July of 1976. Based upon the enrollment demand, Track A would be offered and if a sufficient number warranted, Track B would be offered. The results of this decision were reported back to the Public Information and Survey Committee on January 5th. (Summary of events as reported to Board of Education - Appendix F) At this meeting it was pointed out by a committee member that according to District policy elementary schools presently on year-round would have an opportunity to review that decision to be on a year-round calendar on a periodic basis. One of the elementary schools was due for review in February of 1976 and another school, not presently on year-round, had a petition to consider the year-round possibilities. A decision was made to recommend to the Board of Education that the policy be modified to allow all elementary schools presently on the year-round calendar, or those anticipating going on a year-round calendar, to vote during the month of February and that the results of that vote be considered valid for a three-year period. As a result of that balloting, the three schools presently on the year-round calendar voted to continue on the year-round calendar. A fourth school voted to open on a standard nine-month calendar. (Appendix G)

Preceding this balloting process, public information meetings were held at each of the elementary schools presently on year-round and a fourth elementary school to open in 1976. The format of this meeting included a presentation regarding the year-round program at the middle school level and also the impact of the educational program if the elementary schools did choose not to continue on a year-round program. These meetings were held at Eastridge on February 2nd, Cunningham on February 3rd, Mission Viejo on February 4th, and the new Independence Elementary School on February 5th.

Following the positive vote from the elementary schools, it was decided to go ahead and register students for the middle school program. On March 12th a letter and registration blank was mailed to all parents of sixth graders in the Laredo attendance area and registration blanks were sent home with seventh grade students presently attending Laredo. (Appendix H) The plan for implementation was considered successful.

Objective Number Three

Objective Number Three, stated in behavioral terms, was to establish an educational program designed to include the desires of the Laredo school community.

The learning outcomes (educational goals) as established for Laredo Middle School applied to both the standard and the year-round calendars. These learning outcomes (Appendix I) were developed through several staff in-service meetings, brainstorming sessions and finally the list was established by a rank order process. The P.T.O. Board was asked to do the same rank order process and this Board selected the same top ten as ranked by the faculty and recommended that the rank order process of the top ten be carried on with a random sample of parents who presently had seventh grade students at Laredo Middle School. A random sample of 20% or a total of 110 parents were selected. Of the 110 rank order sheets that were mailed, 70 or 63% were returned. Although the final rank order by the random group of the parents did not coincide identically with those of the faculty or the P.T.O. Board, there was a common grouping of the top three and the last three. This served as a validation process of the list of learning outcomes as prepared by the staff.

Also, parent representation and input was assured on all District committees, dealing with year-round education, rosters of the committees are presented as evidence of parent participation (Appendix J). The establishment of an alternative calendar was one of the chief basic differences that was desired by parents. The development of the optional 45-15 calendar at the middle school level was a program designed to meet the desires of the community.

Staff involvement was provided for by a series of meetings that were held. The meeting dates include December 12th, December 17th, January 7th, January 17th, January 21st, January 28th, weekend retreat on February 20th and 31st, and weekly meetings were held beginning the week of April 14th and continued throughout the months of April and May. In addition, several short meetings were held with each of the departments.

Objective Number Four

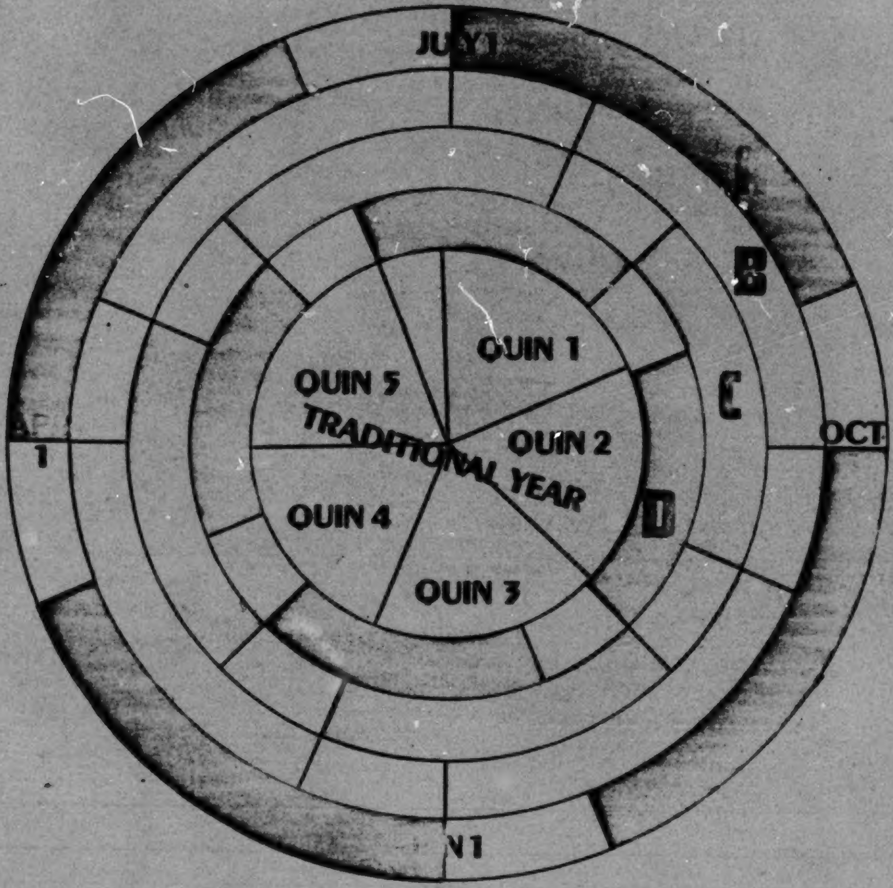
Objective Number Four was to provide for family solidarity by placing elementary school children and middle school children on the same tracks. Since the middle school was able to offer only Track A, all elementary children on Tracks B, C and D had to be changed if a parent desired.

55 changes were made to accommodate the family solidarity concept. Since the elementary tracks were formed on a neighborhood basis, seventeen families chose not to change the elementary track, but to have their children on two different tracks (Appendix K). When Track B was not available due to small enrollment, 22 students dropped from the program rather than change tracks.

APPENDIX A

Complete Report of Year-Round School Study Committee (Phase I)

K-12 YEAR ROUND SCHOOL STUDY REPORT


JULY 1
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QUIN 4
QUIN 5
TRADITIONAL YEAR

CHERRY CREEK SCHOOL DISTRICT
ENGLEWOOD, COLORADO

REPORT OF THE
K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE
TO THE

BOARD OF EDUCATION
CHERRY CREEK SCHOOL DISTRICT
ENGLEWOOD, COLORADO

ON

OCTOBER 8, 1973

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CHERRY CREEK SCHOOL DISTRICT
K-12 YEAR-ROUND SCHOOL FEASIBILITY STUDY REPORT

I. INTRODUCTION

At its regular meeting on April 16, 1973, the Board of Education of Cherry Creek School District #5 unanimously approved Resolution 72-73 (see Appendix I) which formed a K-12 Year-Round School Study Committee composed of three students, twelve parents, twelve teachers and six administrators. This committee was charged with studying the feasibility of a Year-Round School plan for the Cherry Creek School District which would include an examination of all currently existing year-round plans as well as those known to be under consideration. As a result of this study, the Committee was to recommend to the Board of Education what course of action it felt would be best for the district to follow with respect to the issue of a year-round school plan. This report is the final product of the Committee's efforts and contains a record of its investigations and deliberations as well as its conclusions and recommendations to the Board of Education.

After much discussion the Committee agreed that the major reason for initiating this study was the fact that although we presently have three of our elementary schools on a Year-Round School plan (Cunningham, Eastridge and Polton), there is no long range plan for either converting the rest of the schools in the district to a Year-Round School plan or returning these three schools to a regular nine month calendar, when and if other means are found to solve their overcrowding problem. This situation has caused many parents who have children in both the high school or the middle school as well as in one of the three Year-Round School elementary schools a great deal of concern because of the different and frequently conflicting school calendars. If other schools are allowed to convert to a Year-Round School plan, this problem will grow in both size and seriousness thereby necessitating some clearly defined and well thought out policy that will at least control (and preferably eliminate) this problem in the future.

At the time the committee was formed, another reason for conducting this study was that there was a very rapid growth in student enrollment far in excess of the district's financial ability to construct enough buildings. This immediate and severe problem has apparently been reduced to manageable proportions by a recent and unexpected series of events.

A. Due to a combination of a very tight economy and the most severe winter in many years, the rate of new home completions in the district is much lower than that forecast by both the contractors and the school district administration, thereby reducing the number of new student enrollments to a much lower figure than was anticipated.

B. The last session of the Legislature passed new state laws allowing school districts to increase their bonded indebtedness for capital construction from 15% to 20% of assessed valuation.

C. The assessed valuation of the district showed significant steady growth as is witnessed by our assessed valuation of 98 million dollars in 1971, 137 million in 1972, and an estimated 190 million in 1973.

These last two events should provide the district with sufficient bonding capacity to build enough new schools to house the projected enrollment growth over the next few years. This fortuitous combination of events has at least temporarily removed the district from having to choose between severely overcrowded schools and double sessions. Although we will still experience a slight overcrowded situation at the high school during the 1974-75 school year and a possible return to that problem two or three years after the new high school is opened in the fall of 1975, the lack of space is not nearly so great a problem as it was six months ago.

Another motivating factor for the study was the desire for increased utilization of school facilities and personnel through the adoption of a plan for operating the schools on a Year-Round School basis rather than letting the buildings sit empty and sending the teachers home for three months each summer. Although there may not be any economic gain realized by operating the schools more weeks of the year, it seemed highly probable that the educational opportunities offered to the children and youth of the Cherry Creek School District could be significantly expanded and improved at a very slight increase in annual per pupil operating costs.

Some improvements in the educational program have already been observed at Cunningham after twelve months on a Year-Round School plan because learning opportunities such as camping and gardening are now available. The fewer number of students in the building at any one time has also opened up many areas for small group and independent study activities that were not possible when the school was crowded. This lack of crowding has noticeably improved the educational climate of the school. This effect alone seemed sufficient to warrant serious consideration of a year-round school calendar for the high school which has come under increasing criticism for being too large and impersonal for many students.

Many parents have also found the variety and the shorter length of vacation periods to be a more productive environment than the one long summer vacation. Children do not seem to get as bored at home as they used to in July and August and are more anxious to return to school and be with their friends than was anticipated. Teachers have also commented that children seem to get back into a "ready-to-learn" attitude faster upon their return and do not seem to have forgotten nearly as much as in the past. The possible benefits to be realized from being able to choose different times of the year in which to take vacations aroused a sizeable interest in doing an in-depth exploration of the feasibility of a Year-Round School plan for all levels, district wide.

I. INTRODUCTION (continued)

All of the above reasons plus the unanimous interest of the Board of Education, many parents and staff members, and the rapid growth of the Year-Round School concept on the national level contributed to the formation of the K-12 Year-Round School Study Committee and the writing of this report. However, the ultimate value of this report and the validity of the Year-Round School concept itself can only be measured by the joint efforts of parents and educators in assessing whether or not the implementation of a Year-Round School plan has a significant positive influence on the education of the children and youth.

II. BACKGROUND INFORMATION

The first meeting of the K-12 Year-Round School Study Committee was held on May 2, 1973. At that time the Committee was given a short briefing on why it was looking at Year-Round School plans that are being tried or studied around the nation.

At the second meeting on May 16 a report was given by a team of six Cherry Creek parents, teachers and administrators who had just returned from the fifth National Year-Round School Seminar at Virginia Beach, Virginia. The committee developed tentative plans for a series of six, half-day workshops on different Year-Round School plans to be held during the last week in May and the first week in June. These six workshops were subsequently held and featured representatives from school districts across the nation which were using the 45-15, Four Quarter, Quinmester, Concept Six, or Multiple Access plans in some of their schools.

The third meeting was held on June 18 and opened with the committee working in several small groups to determine 1) what it had learned so far and 2) what else it needed to know. Following the small group reports on the above topics, a straw ballot was conducted to assess the Committee's current position on the five options presented to it by The Board to consider. The results of this ballot indicated that a strong majority of the Committee was in favor of some form of Year-Round School plan and was strongly opposed to discontinuing the current Year-Round School plan in operation at Cunningham Elementary School. This straw ballot established a direction for the further work of the Committee and resulted in going back into small group sessions to formulate tentative criteria to be considered in selecting a Year-Round School plan for possible use in the Cherry Creek School District. Four sub-committees were formed to visit some schools which were considering or operating Year-Round plans. The creation of a special sub-committee to do an in-depth study of proposed plans and to write the first draft of the report to the Board of Education was also announced.

The fourth meeting was held on July 24 at which time reports were made by members who had visited year-round schools in Lockport, Illinois; Los Angeles and Metropolitan San Diego, California; St. Charles, Missouri; and Colorado Springs, Colorado. The Year-Round School plans of the Aurora and Jefferson County, Colorado School Districts were also presented. After a full discussion of the possible implications for

II. BACKGROUND INFORMATION (continued)

Cherry Creek School District of this new information, the Committee reviewed the selection criteria it had generated at its previous meeting. These were eventually refined into seven necessary and two desirable conditions listed below, which were to be given top consideration by the special sub-committee in choosing one or more plans to study in-depth for possible implementation in the Cherry Creek School District.

NECESSARY CONDITIONS

1. Have widespread and strong community, staff and Board support prior to implementation, where adopted.
2. Be a solution to overcrowding that will also avoid overbuilding in case future enrollment declines.
3. Be compatible with the existing educational program throughout the district and stimulate its continued improvement through offering more options that are better suited to the various individual needs of different students.
4. Provide an opportunity for families with children at different levels to vacation together.
5. Significantly improve the utilization of facilities, equipment and personnel within the limitations of our current and future financial ability.
6. Be sufficiently better than the present plan that we would choose to continue it whether or not crowded conditions exist in the future.
7. Permit different plans for different grade levels.

DESIRABLE CONDITIONS

8. Encourage the continued development of the community school concept.
9. Provide at least one long vacation per year in any high school plan to be considered at this time.

III. POSSIBLE ADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT

1. Reduces overcrowding of school and community facilities
One of the prime reasons for Year-Round School is to provide for better use of facilities. A Year-Round School plan that mandates student attendance for a specific part of the year makes more student stations available. In Year-Round School plans which allow an optional attendance pattern there may or may not be a saving of student stations.

III. POSSIBLE ADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT (continued)

2. Reduces overbuilding of school and community facilities
   The use of a Year-Round School plan can solve a short-term space problem thereby avoiding the need to build when a school is temporarily overcrowded. Other methods that can be used to reduce overbuilding are 1) double sessions; 2) extended schedules; 3) busing.

3. Increases both school and community facility utilization
   Keeping school facilities open year-round and available to the community removes some of the pressure from the community to provide space for various after school activities such as adult classes, scouts, recreational programs, etc.

4. Increases personnel utilization in school and community programs
   Educators and support services personnel have an opportunity to be employed on a year-round basis rather than seasonally.

5. Provides more flexibility of learning rates and styles
   It is hypothesized that attendance under some Year-Round School plans would minimize forgetting over the long vacation period and that Year-Round School would require less reviewing of previous work, resulting in more time for new instruction which would, in turn, result in a high level of achievement. The committee listed this hypothesis with the possible advantages to be weighed but believed that agreement could not be reached as to its validity since there is no research to support the hypothesis.

6. Provides more variety of family vacation times
   During the year, opportunities are provided for families to have vacation periods at times other than those found in the traditional nine month school year.

7. Provides more variety of employment for secondary school students
   In some proposed year-round plans the opportunity exists for seasonal employment at times other than the summer (i.e., November - December merchandising jobs, January inventory, ski lodge, etc.)

8. Flexibility of staff employment opportunities
   Staff members may work more or less than the traditional 184 days, and the number of days worked may vary from one year to the next.

IV. POSSIBLE DISADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT

1. Increases annual operating costs
   During the implementation period additional funds may be needed for curriculum revision and building renovations such as air conditioning. Another additional cost during the first fiscal year would be for operating school during the first summer. This cost would even out over the school year since each student would still attend for 180 days. Increased annual operating costs include staff salaries, air-conditioning operating costs, etc.

IV. POSSIBLE DISADVANTAGES OF THE YEAR-ROUND SCHOOL CONCEPT (continued)

2. Complicates the operation of interscholastic and performing extra-curricular student activities
   Total participation is required for some of the excitement that a full performing group offers. When a smaller number of students is involved, an "absent member" is missed even more than from a larger group. Many interscholastic activities would have difficulty in maintaining their present quality without selection from the entire student body. There would be difficulty in scheduling most interscholastic activities.

3. Increases communication problems
   Revolving schedules create difficulties in keeping all students, communities and staffs informed of school activities.

4. Interferes with continuity of developing interpersonal relationships
   There is a need for a continuity of interpersonal relationships. However, factors influencing these relationships are more likely to be related to a combination of the time schedule of classes, course content, the individual teacher, and the individual student. The school calendar should not be a factor in developing these relationships.

5. Requires abrupt and dramatic changes in life style and behavior patterns
   Any change from the traditional school year could cause a change in family vacation activities and the summer "school's out" routine.

6. Tends to divide the school community
   Any change tends to divide opinions thus, any Year-Round School plan would tend to polorize the school community.

7. Increases scheduling problems (i.e., buses, courses, maintenance, etc.)
   Any plan which would deviate from one common schedule would increase any existing problems to some degree according to the number of alternative plans available.

8. May temporarily reduce staff professional growth opportunities
   Some year-round calendars reduce the possibility for staff members to attend institutions of higher learning except during evening sessions. The courses offered in extension programs at this time are limited when compared to summer offerings.

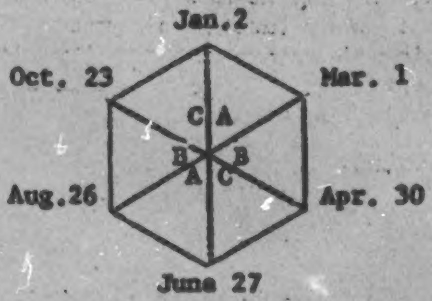
V. BRIEF DESCRIPTION, ADDITIONAL STRENGTHS OR WEAKNESSES AND SUB-COMMITTEE RECOMMENDATIONS FOR EACH PLAN

Concept 6

Jefferson County devised a year-round school program named Concept 6. The school year is divided into six sessions. Students attend four of the six sessions and vacation during the other two sessions. Students and parents together decide on the vacation pattern. Traditional school

V. BRIEF DESCRIPTION, ADDITIONAL STRENGTHS OR WEAKNESSES AND SUB-COMMITTEE RECOMMENDATION FOR EACH PLAN (continued)

Concept 6 (continued)
vacations such as week-ends, Thanksgiving and Christmas are observed. The calendar is divided into six sessions with starting and closing dates as illustrated below.



Vacations are selected from patterns A, B or C. Ultimately, Jeffco would like to give families full choice of any four sessions for attendance.

Mandatory Concept 6
This plan is identical to Jeffco Concept 6, with the exception that attendance and vacation patterns are mandated by the school district. Concept 6 was rejected as a possible program for Cherry Creek because it did not offer sufficient educational adventages. Unless modified considerably to fit the needs of Cherry Creek, Concept 6 is not feasible.

Furgeson/Continuous
In the Furgeson Plan, classes are kept in session for 50 weeks a year (or 235 days) and students are asked to attend on any schedule they desire, provided they come for at least the 175 days mandated by state law. Students are encouraged to attend as many days as they like over and above the minumum required.

This plan was not acceptable to Cherry Creek as Colorado state law does not yet compensate for attendance over 180 days and the scheduling problems arising from no set pattern of attendance would be extremely difficult on the secondary level.

Geographic 45-15
Children are divided into four tracks by geographic area. Each track attends school for a 45 school day period followed by a 15 school day vacation period. There are three tracks in school at any one given time and one track on vacation.

This plan can reduce over-crowding by 33% and provide for year-round vacations. It can be a solution to over-building. It does not have flexibility of vacation periods, and it requires people to change their life style as it does not provide a long summer vacation. This plan is not recommended at the high school level because it does not meet the criteria developed by the Year-Round School Study Committee.

V. BRIEF DESCRIPTION, ADDITIONAL STRENGTHS OR WEAKNESSES AND SUB-COMMITTEE RECOMMENDATION FOR EACH PLAN (continued)

45-15 Multiple Access

The school year is divided into 45 day sections. A student may pick any four 45 day periods. The 45 day sections may overlap, so that every three weeks a new 45 day period begins.

This plan is theoretically good because of its great flexibility but it would be very difficult to schedule and implement.

Single Track 45-15

The entire school follows a 45-15 one track schedule. All Children and teachers attend for the same four 45 day periods and have four identical 15 day vacations.

This plan has no great advantage for the Cherry Creek District as a whole. It has little flexibility and would not solve space, building or facility problems.

45-15 + T Track

Children are assigned to a 45-15 track by geographia area. If a student and his parents prefer, he may be placed on a traditional nine month school year and follow this "T-Track" within his school.

This plan gives options to those who prefer to remain on a traditional year but want to remain in their home school. If a large part of the school population picks T-Track, there may be little saving of space or facility utilization.

Trimester

The trimester plan divides the school year into three terms of approximately 80 days each. Students are then divided into three groups and attend two of the three terms. The committee rejected the plan because two terms of 160 days do not satisfy state legal attendance requirements.

Four Quarter

This plan divides a 48 week school year into four terms of approximately twelve weeks each. Students are divided into four equal groups and attend three of the four quarters. At any one time, three-fourths of the school enrollment is attending school and one-fourth is on vacation.

The committee rejected the plan because twelve week quarters would not fit well with existing schedules and would require major changes in curriculum.

Optional Quinmester

This plan divides the school year into five, forty-five day segments. Students are required to attend four out of five segments. This plan has the traditional year built into it; therefore, it would cause few dramatic changes in life style and behavior patterns. The committee recommends the optional quinmester plan as the best

V. BRIEF DESCRIPTION, ADDITIONAL STRENGTHS OR WEAKNESSES AND SUB-COMMITTEE RECOMMENDATION FOR EACH PLAN (continued)

Optional Quinmester
Year-Round School plan for the secondary level because it

1. possesses many of the advantages of Year-Round School plans
2. meets all the necessary and desirable criteria of the full committee
3. possesses fewer disadvantages for Cherry Creek than other plans.

VI. YEAR-ROUND SCHOOL PLANS SELECTED FOR IN-DEPTH STUDY

1. Geographic 45-15
2. Geographic 45-15 with T-Track
3. Optional Quinmester

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT

After selecting the optional quinmester and 45-15 Year-Round School plans for in-depth study, the sub-committee addressed itself to determining the potential impact of each plan or a combination of both plans on the total operation of the district. In addition to the eleven areas included in part two of the Board's charge to the Committee, five more areas were identified by the Sub-Committee as needing intensive study as listed below:

1. curriculum
2. pupil records and evaluation
3. staffing requirements
4. personnel
5. new construction
6. adequacy of existing facilities
7. athletics and student activities
8. work opportunities for pupils
9. general budget implications
10. family activities
11. support services
12. summer school
13. South East Metropolitan Board of Cooperative Services
14. special education and pupil services
15. student scheduling and grade reporting
16. Colorado Department of Education

The sub-committee divided itself into teams to interview administrators, teachers, parents and support personnel who might be knowledgeable about one or more of the above areas (see Appendix 3). The information gained from these interviews was compiled and is summarized as follows:

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT

1. Curriculum

High School Level

All departments could not be contacted at this time. Many nine-week courses are now offered and would seem to fit well with the optional quinmester Year-Round School plan. Semester and full year courses could be handled within the optional quinmester plan, but might be more difficult to schedule and for some students there would be a nine week break within the semester or year. The continuity of courses should not be sacrificed.

Scheduling of sequence courses (math, industrial arts, foreign language, music, etc.) would be more complicated under the optional quinmester plan.

Each of the five quinmesters should have equal curricular offerings.

Teachers being gone for a quinmester could create a coordination problem for the department chairmen.

The nine week period may not be sufficient to develop meaningful teacher-pupil relationships.

General high school concerns were

a. Will changes in extra-curricular activities be severe?
b. What does a teacher schedule look like? Does it contain desirable staff choices?

Middle School Level

In most areas the curriculum of both middle schools would seem to fit quite well with either the 45-15 or optional quinmester plans although there would be a need for revision in some areas.

The range of course offerings and choices now available should not be limited and should be made available to all terms of any Year-Round School plan.

Elementary Level

The curriculum of most elementary schools seems to lend itself quite easily to any Year-Round School plan. Individualization of instruction seems to be encouraged by Year-Round School plans.

General

Some curriculum revision would be required at all levels for a Year-Round School plan and adequate funds would have to be made available to accomplish the changes outlined by each building staff before a change to a Year-Round School program could be made.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

2. Pupil Records and Evaluation

Under any Year-Round School program each student should be evaluated and have his records updated at the end of each term (45 day period or quinmester). This would be no great change from what most schools are presently doing. Some areas would want to expand record keeping on individual students so that a better record could be kept as to exactly where the student was as he tracked in and out under some Year-Round School plans.

Present group testing and program evaluation at the district level could be continued under any Year-Round School programs without significant changes.

Suggestion:
The school district should seek outside expertise to develop a research design to evaluate the effectiveness of any and all schools on Year-Round School plans in the areas of achievement and attitude. This design should include a comparison of traditional and Year-Round School plans.

3. Staffing Requirements

Under most Year-Round School programs some teachers may elect to teach more than the traditional nine months. Thus, recruitment of staff would be reduced to some extent.

More short-term personnel would probably be employed on a Year-Round School program, but experience at the Personnel Office shows that it is not difficult to hire such people at this time.

There might be some increase in support personnel (custodians, kitchen help, secretaries and bus drivers) under Year-Round School.

Scheduling of staff members would be more complex under a Year-Round School program, particularly if staff members were allowed total freedom in selection of vacation times.

Additional staff would probably be required to help with student scheduling under a Year-Round School plan, particularly at the secondary level.

The schools presently on Year-Round School plans have increased the workload of the personnel office to some extent due to changes in contracts, short term contracts, etc. However, as procedures become standardized and the change to data processing is completed, this workload should level off. No particular Year-Round School plan would have a major impact on the personnel office.

If the district is to have a Year-Round School program, policies need to be established and/or updated in regard to professional staff, salary and practices.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

4. Personnel Practices

Questions which must be considered are

a. When does the school year begin for increment determination? What number of days constitutes a school year?

b. Should the October 15 and March 15 dates stand for change of status?

c. Should the responsibility factor (team leader, department chairman) be pro-rated for the number of days?

d. Should general and personal leave be pro-rated?

e. Should supplementary pay be pro-rated or extended?

f. Should additional insurance benefits be provided for year-round staff?

g. How is the per diem rate established when a salary change occurs during the school year?

h. Should additional administrative staff be provided for year-round schools?

i. Should administrators receive additional compensation for added pupil contact days?

j. Should tenure be established based on the actual number of days taught instead of the number of traditional school years taught?

k. How often should an extended contract teacher be evaluated?

l. What criteria will be used to determine the length of teacher contracts?

m. Are additional policies needed to govern short-term contracts?

n. How is priority for staff vacations determined?

Professional growth activities of professional staff members could be affected by Year-Round School. Not all teachers would be able to attend summer school programs and workshops offered by universities. However, by taking a nine week break during the traditional nine month school year, a teacher might attend a regular quarter at a university.

If many schools were operating Year-Round School the district should take the initiative in developing courses and workshops to be offered outside school hours and during vacation periods in cooperation with local colleges and universities.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

5. Impact on New Construction

Year-Round School plans would have tremendous impact on new construction procedures. The current demand for new school buildings makes it difficult to plan thoroughly and effectively for the future. The implementation of Year-Round School plans in a significant portion of the district would allow for efficiency in population distribution by providing time for planning which would help prevent over-building by the school district. A census has been developed to indicate the number of pre-school children in each new community. The census will indicate the most advantageous area to build a new school for maximum attendance for the maximum number of years. The district could save a very significant amount of money in new construction costs if given the time to plan and build more efficiently.

QUESTION:

What happens to the building program if you go into a Year-Round School program and then decide to back out?

6. Impact on Adequacy of Existing Facilities

The existing school buildings all need air conditioning. Some schools need further site development such as landscaping and outdoor learning areas. Most of the elementary schools would gain a room or two while the secondary school would gain some space which could be used for better program development.

If all schools in Cherry Creek School District were to go back to a traditional nine month plan, we would immediately be faced with a serious overcrowding in some schools and a crash building program.

7. Athletics and School Activities

A. High School Level

A Year-Round School program can cause some problems for the athletic department. Extra demands would be placed on those players who are not in school during part of their sports period. There could be communication problems between a coach and his team. If students are allowed to accelerate their entrance to high school, they may not have the maturity necessary for certain athletic programs. The summer recreation program could suffer if school were in session year-round because facilities normally free for this program would be in use by regular school activities.

B. Middle School Level

Interscholastic athletics and activities would cause some scheduling and attendance problems on a Year-Round School plan. However, some staff members at both middle schools feel strongly that the emphasis should be on intra-activities rather than inter-activities. Intra-activities would present fewer problems for the Year-Round School.

Teachers and/or sponsors of performing groups tend to be judged on both the quantity and quality of performances. Year-Round School could allow more students to participate in a performing group, but might impair the quality of a particular performance.

SUGGESTION:

Coaches, sponsors, and the community may need to re-evaluate the importance of greater student involvement rather than placing too much emphasis on winning or performance.

8. Work Opportunities for Students
The optional quinmester program would provide more opportunities for more students in the work experience program with year-round guidance from the staff. Most students who work at all, work year-round. Students should be able to choose some options within a plan.

9. General Budget Implications

Most of the people the sub-committee interviewed indicated that they felt the cost of Year-Round School would not significantly change their budget. However, there are several major factors to be considered:

a. Air conditioning costs should not be charged to Year-Round School programs because air conditioning is now needed in the spring and fall. Since some schools already have air-conditioning, others should have it also, to maintain an equality across the district.

b. Offering extended contracts to the present staff instead of hiring new teachers could cause a significant increase in personnel costs.

c. There would be some added cost for implementation of Year-Round School with the biggest factor being staff salaries the first year.

d. Financial operations would improve with Year-Round School. At the present time the business office work load expands in the summer to process requisitions, orders, contracts, government reports, etc. The Year-Round School plan would allow for smoothing out the cycle to prevent peak loads during the summer. Hiring, buying, and ordering could be done on a more economical basis.

e. Major problems confronting Year-Round School programs at the present time are the existence of three calendars, the timing of student counts for state aid, and the government report form completion dates.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

10. Impact on Family Activities

Approximately twenty parents were contacted by the Year-Round School study committee. Many differences in individual family life styles exist. Some individual concerns are

a. Family unity is most crucial. All proposals must have schedules allowing for common vacation periods and common time for family activities.

b. A long vacation (more than three weeks) is a necessary option at all levels. Summer competition in tennis, swimming, golf, etc., creates a need for a long summer vacation in many families.

c. Summer vacations are too long at the present time.

d. Summer employment of students at all levels provides rich experiences and cannot be overlooked.

e. Summer travel plans (including going to other areas or visiting with friends and relatives from other areas) must be considered.

f. Recreational activities available for children during the summer should not be disrupted.

g. Parents employed by the district want common vacations with their children and difficulties may occur with different calendars.

h. Families and communities feel strongly that all possible options be available instead of "forced choice" (Example: your school is over-crowded so you have a choice of split session or Year-Round School). Some families prefer that the school district build new facilities.

i. The possibility of students earning scholarships to colleges cannot be jeopardized in any way by Year-Round School.

j. Extra-curricular activities cannot be disrupted or limited by Year-Round School.

k. Teacher-pupil relationships are extremely important and teacher schedules should provide continuity and not change frequently.

l. Communities should participate in the decision-making process regarding the calendar. Principals should not be allowed to make the choice alone.

m. Any plan must be educationally sound, beneficial to students and better than the existing plan.

n. Elementary and middle unit schedules must coincide for family unity, but high school students are often self-sufficient and may not participate in family activities.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

o. The traditional nine month school year does not allow for any variety or selection in family life style.

p. There will be some disruption of students' existing social groups in the school and community as a result of any Year-Round School plan.

q. The home should be the main center of influence, not the school.

r. The 45-15 plans might cause three week "mad rushes" with no time to relax and unwind.

11. Support Services

Food Services

The Food Services Department should provide services whenever students are attending school. Adjustments have been made to provide service with the implementation of the 45-15 plan at three schools. Several problems have occurred and changes are now being made to solve those problems.

Problems:

a. Three different schedules cause difficulties in ordering, preparing and distributing lunches.

b. The 45-15 plan has caused a large fluctuation in the number of lunches needed on a daily basis making planning, preparation and servicing difficult.

c. Most of the central office staff has not been hired on a twelve-month basis in the past; therefore, it is presently overloaded with paper work in the summer.

d. Summer personnel have been difficult to find.

e. Scheduling cooks to track in and out with their children has been complicated.

Changes required:

a. Central Office staff must be hired on twelve-month basis. The personnel plan would increase salary costs and require fringe benefit revisions. (vacation, insurance, etc.)

b. Kitchens would have to be air-conditioned.

c. Lunch prices will be raised to pay cooks' salaries unless another budgeting procedure is devised.

d. Hiring practices would have to be very effective and on a full-time basis.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

A Year-Round School program would be advantageous in many respects. Continuous use of equipment would possibly relieve the excessive maintenance demand now experienced in the fall. A preventive maintenance program could reduce present costs. Turnover in personnel could be reduced. Total operations could be smoothed out over a twelve-month cycle instead of being concentrated into a nine-month school year.

Custodial and Maintenance Services

A Year-Round School program will cause few changes in custodial and maintenance operations. The operations are presently on a twelve-month schedule. Cost and time factors are the two basic items to be considered.

The total cost of services would not change. The district is presently working on a newer and more efficient custodial and maintenance program to provide better services. The new rotating schedule will provide service for individual schools on a permanent annual or semi-annual pre-determined basis. A Year-Round School program would assist in implementing the rotating schedule. A slight increase in cost for daily cleaning materials would be realized. The time factor would be affected with a year-round calendar. Maintenance and renovation operations could cause inconveniences to educational programs. Adjustments in educational schedules would be necessary for major renovations to buildings in order to prevent disruption of classes. Maintenance operations would be interrupted as a result of a possible increase in emergencies caused by continuous use of building facilities. The preventive maintenance program built into the new rotating schedule could alleviate the latter problem.

Other questions to be considered are

a. Is it more expensive to close a building than it is to keep the building in operation?

b. Will the continuous use of facilities reduce the cost of maintenance and renovation during the summer?

c. Will a reduction in student population (caused by less than 100% of the student body being in school at one time) cause a decrease in the number of repairs, renovation and custodial duties?

d. Can educational program adjustments be made to maintain a high quality learning environment while renovations are in progress?

e. Would more economical contracting be possible with the elimination of a "renovate only during the summer" philosophy?

Transportation

Transportation procedures would not experience major changes with Year-Round School implementation. The buses have been running with the existing year-round schools and summer school routes. A Year-Round School program could possibly assist in implementing more efficient and simpler

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

operations. A major problem in hiring drivers in September exists presently and the problem could be alleviated with the opportunity of full-time, twelve-month employment. The turnover of crews might be decreased with twelve-month employment.

Salary increases with additional fringe benefits would be necessary for Year-Round School operations. Appealing salaries and benefits would possibly attract better help.

A Year-Round School program would facilitate the implementation of new routing and maintenance procedures. Any schedule would be possible, providing the elementary and secondary school dismissal times allow enough time for buses to complete their respective routes.

12. Summer School Program

If any Year-Round School plan were implemented *district-wide*, the summer school as we know it now would be eliminated.

Questions:

a. Could students still take a tuition supported fifth quinmester for enrichment or remediation?

b. Could some nine-week courses be expanded to two hours a day to allow make-up of a whole semester of remediation during one quinmester.

13. South East Metropolitan Board of Cooperative Services

SEMBCS is already operating on a year-round basis. A Year-Round School program districtwide would enhance most SEMBCS programs as it would provide more opportunities for more students.

14. Special Education and Pupil Services

Problems caused by schedule changes due to implementing a year-round school calendar could be eased if the special education and pupil services people are involved in the advance planning.

There is nothing in any plan under consideration that would cause undue hardship on these areas. A variety of plans within the district would also be feasible in terms of their impact on these areas.

Budget increases would be due to extending the number of days some special education students could attend school and to providing buses for them.

At the elementary level, it is felt that the shorter vacation periods of 15 days each are more beneficial for special education students.

VII. POTENTIAL IMPACT OF YEAR-ROUND SCHOOL ON CHERRY CREEK SCHOOL DISTRICT (continued)

15. Student Scheduling and Progress Reporting

Student scheduling would be much more complicated under a Year-Round School plan. At the secondary level, scheduling for the optional quinmester plan would be simpler than scheduling for the 45-15 plan. Students would still have to plan their schedule for a full school year. In a limited number of cases, sequential courses or singleton courses might dictate when a student could take a vacation period.

Options for secondary students to make up failed courses should be provided under a Year-Round School plan since the traditional summer school would no longer exist.

Progress reporting for students would not change significantly under a Year-Round School program since most schools report at regular intervals now. Under the 45-15 and optional quinmester plans, progress reports would still be required at the end of each nine-week period.

16. Colorado Department of Education

There does not appear to be any significant problem in complying with the proposed Rules and Regulations for Extended Year Pilot Programs as long as the district submits an application to the State Board of Education sixty days prior to implementation and it is accepted. Some doubt exists as to whether the Cherry Creek School District could get any additional state funds for implementing a pilot program that calls for a sizeable number of students to be in school for eleven months during one calendar year. This could happen if many students decided to take the first three quinmesters and started quinmester one around July 1. However, there does not seem to be any difficulty in obtaining regular state entitlement funds as long as the district works out a plan of counting dates and reporting times that will insure that no student is counted twice or for longer than a 180 day period in any one school year.

VIII. CONCLUSIONS

Conclusions are statements that the committee believes to be true based on an analysis of the data collected in the study of Year-Round School for the Cherry Creek School District. The Committee has reached the following conclusions:

C1 - Both unity and flexibility are desirable conditions to preserve and foster in the Cherry Creek School District.

C2 - The implementation of any district-wide Year-Round School plan would eliminate the Cherry Creek School District summer school program as it is now.

C3 - Implementation procedures will largely determine staff and community acceptance of any Year-Round School plan.

VIII. CONCLUSIONS (continued)

C4 - The current state law requiring pupil enrollment for a minimum of 172 days per school year but restricting state reimbursement to a maximum of 180 days per school year has limited the number of Year-Round School plans that are feasible.

C5 - There is a great diversity of opinion about the impact of Year-Round School on family activities.

C6 - Optional Year-Round School plans provide more variety of student employment opportunities.

C7 - Optional Year-Round School plans provide more variety of family vacation times.

C8 - The implementation of Year-Round School would require an examination of all policies and guidelines plus possible revisions or additions.

C9 - Research data supporting the educational value of Year-Round School programs is incomplete and inconclusive at this time.

C10 - The implementation and maintenance of any Year-Round School plan will cost more money.

C11 - A district-wide Year-Round School plan would give the Cherry Creek School District an increased period of time in which to plan new school construction.

C12 - Space-savings under a Year-Round School plan cannot be guaranteed unless the plan is mandated.

C13 - Implementation of Year-Round School would not require major changes in the operation of support services and would allow significant improvement in many areas.

C14 - Year-Round School programs save money by reducing the need for some new building construction.

C15 - A Year-Round School program increases the utilization of school facilities and equipment.

C16 - A traditional nine month school calendar on a district-wide basis would require extended day or double sessions in some school attendance areas.

C17 - Each school community should have the option of choosing either a Year-Round School or a traditional calendar.

C18 - The calendar options available at each level need to be reasonably compatible in terms of common family vacation periods and good articulation of the educational program between levels.

VIII. CONCLUSIONS (continued)

C19 - At this time one common calendar and one Year-Round School plan for all schools in the district is not feasible.

C20 - The 45-15 or optional quinmester Year-Round School programs and the traditional nine month program can co-exist.

C21 - The most feasible Year-Round School plan for the Cherry Creek School District is an optional quinmester at the high school, either 45-15 or optional quinmester at the middle school and 45-15 at the elementary school.

IX. RECOMMENDATIONS

Recommendations are statements which require future action. The Committee recommends that:

R1 - A district-wide Steering Committee be appointed by the Board of Education to help carry out the following recommendations.

R2 - The official school calendar should be revised to incorporate a 45-15 Year-Round School plan, an optional quinmester Year-Round School plan, and a traditional nine month plan. The traditional nine month plan must coincide with quins two, three, four and five. (See Appendix 6 for an example.)

R3 - Schools in the Cherry Creek School District presently on Year-Round School should be formally evaluated in order to determine the per pupil cost and the educational values of the program.

R4 - An education program about Year-Round School should be conducted in each school community (students, parents, faculty) at district expense.

R5 - Money be provided to individual staffs who request funds for the development of an implementation plan for their Year-Round School program.

R6 - The school district should obtain the services of an outside research agency to work with those schools changing to a Year-Round School program to evaluate its effectiveness in the areas of achievement and attitude. This design should include pre and post program comparisons.

R7 - Each elementary school community should be allowed to choose any one of the following: a 45-15 Year-Round School plan; a combination 45-15 and traditional nine month plan; or a traditional nine month plan.

R8 - Each middle school community should be allowed to choose any one of the following: a 45-15 plan Year-Round School plan; an optional quinmester Year-Round School plan; or a traditional nine month plan.

IX. RECOMMENDATIONS (continued)

R9 - The high school community should be allowed to choose either an optional quinmester Year-Round School plan or a traditional nine month plan.

R10 - Staff members currently employed in a given school should have the option of extended employment under a Year-Round School program before new personnel are hired.

R11 - Provision should be made for students to enroll beyond the required 180 days per school year for remediation, tuition free.

R12 - Provisions should be made for students to enroll beyond the required 180 days per school year for enrichment or advancement.

R13 - A concentrated effort at the state level for funding beyond 180 days per school year should be undertaken by the Cherry Creek School District in order that students may attend for more than 180 days per school year, tuition free.

X. IMPLEMENTATION PROCEDURES

A. The sequence of actions listed below are suggested steps to be followed in implementing recommendations 1,2,4,5,7,8 and 9. The implementation of recommendations 3,6,10,11,12 and 13 is left to the discretion of the Board of Education and the professional staff.

1. On October 8, 1973 the K-12 Year-Round School Study Committee will report the results of the Feasibility Study to the Board of Education.

2. On or after October 9, 1973 the professional staff will be briefed on the K-12 Year-Round School Feasibility Study Report and a district-wide, public information campaign on the Report will be initiated.

3. By November 12, 1973 the Board of Education will take action on the official 1974-75 school calendar and appoint a district-wide Year-Round School Steering Committee.

B. The following steps show general deadline dates that would be applicable to any year in which an individual school wished to consider the implementation of a year-round school plan.

1. Individual school staff informs the Board of Education and parents of its intention to conduct an in-depth study of approved Year-Round School plans for its building.

2. Individual school staff completes a desirability study of Year-Round School plan for its building. (Secondary schools considering the quinmester plan must determine the number of students who will attend each quin as a part of their study).

3. Individual school staff reports results of its study of Year-Round School to parents and Board of Education.

4. Individual school staff and community representatives request Board of Education approval to inform and then poll their school community about proposed Year-Round School plan.

5. Individual school community informed about proposed Year-Round School plan and given opportunities to discuss it.

6. By February 15, individual school community will poll by questionnaire the affected households in its attendance area on the proposed Year-Round School plan.

7. By March 1, polling by questionnaire must show that in elementary or middle schools proposing a 45-15 calendar for the entire school, no less than 56% of affected households must have responded favorably; in elementary and middle schools proposing a combination of 45-15 and traditional calendars a lesser percentage would be acceptable. For the senior high school or middle schools considering the quinmester year-round plan, a polling by questionnaire of affected households must show that a majority of those voting responded favorably before implementation can occur.

72-73 APPROVAL OF K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

At its regular meeting on April 16, 1973, the Board of Education of Cherry Creek School District #5 unanimously approved Resolution 72-73 as follows:

K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

GENERAL CHARGES

1. To study the feasibility of a year-round school plan for the Cherry Creek District. The study will include an examination of all currently existing year-round plans as well as those known to be under consideration.

2. To carry out the study in such a way so as to examine the positive and negative aspects of each plan. Any recommendation must have taken into account, but not be limited to, matters such as:

   a. curriculum
   b. pupil records and evaluation
   c. staffing requirements
   d. personnel practices
   e. impact on new construction
   f. impact on adequacy of existing facilities
   g. athletics and student activities
   h. work opportunities for pupils
   i. general budget implications
   j. impact on family activities
   k. support services function

3. To forward to the Board of Education on or before October 15, 1973, the recommendation resulting from the study. The recommendation may be any one of the following:

   a. To place the entire district on a year-round calendar either at one time or phased in over a period of time.

   b. To place a portion of the district on a year-round calendar and a portion on the traditional September to June calendar.

   c. To limit the use of a year-round calendar to those schools in the district faced with serious overcrowding keeping the remainder of the schools in the district on the traditional September to June Calendar.

   d. To discontinue current year-round plans and keep the entire district on the traditional September to June calendar.

APPENDIX 2

ANALYSIS OF YEAR-ROUND SCHOOL PLANS CONSIDERED FOR IMPLEMENTATION IN CHERRY CREEK SCHOOL DISTRICT

✓ - Meets the Criteria or is a (Dis) Advantage
No - Does not meet the criteria or is not a (Dis) Advantage
? - Not sure, depends on implementation or couldn't agree

YEAR-ROUND SCHOOL PLANS	CRITERIA									ADVANTAGES								DISADVANTAGES							
	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Mandatory Concept Six	?	✓	No	No	✓	?	?	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	✓	✓	?	✓	?	✓	No
Optional Concept Six	?	?	✓	✓	?	?	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	✓	✓	?	No	?	✓	No
Continuous (Purgeson)	?	No	No	✓	?	✓	✓	✓	✓	No	No	✓	✓	?	✓	✓	✓	?	✓	✓	?	No	?	✓	No
Geographic 45-15 (Cunningham and Eastridge)	?	✓	?	✓	✓	?	✓	✓	No	✓	✓	✓	✓	?	✓	?	✓	?	✓	✓	?	✓	?	✓	No
45-15 Multiple Access	?	No	No	✓	?	?	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	✓	✓	?	No	?	✓	No
45-15 Single Track	?	No	No	✓	No	?	?	✓	No	No	No	No	No	?	✓	?	No	?	✓	No	?	✓	?	No	✓
45-15 plus T (Polton)	?	?	?	✓	?	?	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	✓	✓	?	No	?	✓	No
Trimester	?	No	No	No	No	No	✓	No	✓	No	No	✓	✓	?	No	?	✓	?	✓	✓	?	✓	?	✓	No
Four Quarter	?	✓	No	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	?	✓	?	No	?	✓	No
Quinmester	?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	?	✓	✓	✓	?	?	✓	?	No	?	✓	No

APPENDIX 3

LIST OF PEOPLE INTERVIEWED BY THE SUB-COMMITTEE

The following people were interviewed in the committee's desire to carry out the second charge made to us by the School Board. (See Appendix 1)

Pauline Andrews, Principal, Village Heights Elementary School
Dr. Walter L. Armistead, Assistant Superintendent, Auxiliary Services
Wayne Ball, Assistant Principal, Cherry Creek High School
James Brinkopf, Principal, West Middle School
Sam Butler, Cherry Creek High School, Foreign Language Dept. Co-ordinator
Glenn Endsley, Summer School Principal, 1973
Dr. Helen Feldman, Co-ordinator, Program Evaluation
John Fuller, Director, Post Graduate Planning Center
Tom Gearke, Co-ordinator, Counseling Department
Dr. Donald K. Goe, Assistant Superintendent, Education
Carrie Hansen, Co-ordinator, Personnel
Richard Hanson, Principal, Eastridge Elementary School
Dean Hughes, Cherry Creek High School, English Dept. Co-ordinator
Darrold Isaacson, Principal, Campus Middle Unit
Lyle Johnson, Co-ordinator, Pupil Services and Special Education
Beth Kelley, Co-ordinator, Food Services
Dr. Richard Koeppe, Superintendent of the Cherry Creek School District
Dick Kuhns, Cherry Creek High School, Mathematics Dept. Co-ordinator
Kurby Lyle, Assistant Principal, Cherry Creek High School
Ron McIntire, Principal, Polton Elementary School
Nancy Miller, Cherry Creek High School, Social Studies Dept. Co-ordinator
Tom Miyake, Cherry Creek High School, Music Dept. Co-ordinator
Vern Moser, Administrative Assistant West Middle Unit
Ken Ratcliff, Cherry Creek High School, Physical Education Dept. Co-ordinator
Julius Ratz, Cherry Creek High School, Industrial Arts Dept. Co-ordinator
Jack Reeves, Assistant Principal, High School Registrar
Verne Shelley, Principal, Cunningham Elementary School
Leonard Shillinglaw, Co-ordinator, Maintenance
Mr. C. L. Stiverson, Field Representative, Colo. Dept. of Education
Larry Struble, Teacher, Village Heights Elementary School
Jerry Tripp, Co-ordinator, Financial Services
Marcia Tschirgi, Cherry Creek High School, English Dept. Co-ordinator
Dan Van Gorp, Cherry Creek High School, Science Dept. Co-ordinator
Mike Vokl, Teacher, Cunningham Elementary School
Ray Ward, Assistant Principal, Cherry Creek High School
Jack Wishmeir, Supervisor, Transportation and Maintenance

CHERRY CREEK SCHOOL DISTRICT PARENTS

Elaine Bakke
Beverly Bohland
Carolyn Boyer
Phyllis Danner
Rena De Fez
Myrna Frets
Edith Glasier
Barbara Goldy
Margaret Hall
Elizabeth Hamilton
Margery Hollenback
Carol Levine
Eleanor Mahonchak
Anne McKee
Helen Miles
Ruth Rosol
Carolyn Stouffer
Phyllis Wicklund
Marion Woodward

APPENDIX 4

QUESTIONS USED IN INTERVIEWS

In order to get some uniformity to this information-seeking effort the interviews were structured in the following manner.

1. Explain who the interviewers were and why they were asking questions about the potential impact of year-round school on the Cherry Creek School District and then ask the following questions.
2. What problems have you encountered in the last year that you think resulted from implementing year-round schooling at Cunningham, Eastridge or Polton Elementary Schools?
3. Have you solved these problems to your own satisfaction? If so, how? If no, what do you think the ultimate effect of this problem continuing to exist will be? (In other words, can we live with it?)
4. How would you have to change your operation if most of the schools in the district were on some kind of year-round school calendar?
5. What do you estimate it would cost in terms of a percentage increase if your annual operating budget to change your operation to accommodate most of our schools being on a year-round school calendar?
6. Would this same percentage increase persist in the year following full implementation? If not, what would you estimate the percentage increase to be then and why would it be different from the first year?
7. What are the disadvantages you see to most of our schools converting to a year-round school calendar?
8. What are the advantages you see to most of our schools converting to a year-round school calendar?
9. Do you think each individual school should be allowed to choose between a traditional nine month and a year-round school calendar? Why or why not?
10. Would you recommend the adoption of a year-round school calendar on a district wide, mandatory basis if it were approved by at least 75% of the parents and teachers in the district?
11. Explain how the Quinmester plan might work and then ask the person if he would change his answers to any of the above questions if it were used instead of a 45-15 plan.
12. Ask him if he would change any of his answers to the above questions if a combination of 45-15 at the elementary level and Quinmester at the secondary level were to be adopted.

APPENDIX 5

Other School Districts Using the Quinmester Plan

a. Dade County(Florida)Quinmester

The Dade County School District felt a need to improve its curriculum on the secondary level. In addition it was faced with a space shortage. It felt that it could not mandate vacations and it did not want to alter the school calendar drastically. Therefore, it devised a quinmester plan which could be superimposed over the traditional calendar. Students must attend four out of the five quins.

The summer quin has had a fair degree of acceptance. The 1973 summer quin should have a registration of 20,000 students out of a total student body of 103,000. The district receives state aid for students attending the fifth quin on the same basis as the rest of the year. The summer quin attendance contains 40% remediation work, 40% acceleration, and 20% enrichment.

b. Rock Hill (South Carolina) School District #3. (Information based on phone conversation on August 7, 1973 with Mr. Charles Hall).

The Rock Hill District has 13,000 students. About half of this number attending three middle and two high schools will be involved in the quinmester plan. The quinmester will start this fall (1973). The first summer quin will be held the summer of 1974.

Rock Hill did not have a critical space problem; their reasons for starting a year-round program were

1. to change curriculum
2. to provide more employment options and attendance options
3. to reduce the drop-out rate
4. to provide better use of facilities.

The district has received some additional funds to start its program and it will use this money to help smooth the additional expenditures for the summer quin and to provide a fifth quin option for those students who wish to accelerate their graduation.

Teachers are paid on a per diem basis for contracts above 180 days. Shorter term contracts are offered and these are also paid on a per diem basis. Principals and personnel staffs determine which teachers can receive an extended contract.

Rock Hill conducted an extensive public relations program in order to achieve community support. It will implement the quinmester plan on a voluntary basis in order to gain public acceptance. It hopes to have an 18% attendance at its first summer quin and anticipates that attendance will increase each year thereafter.

c. York County (Virginia) Public Schools. Report of telephone interview on August 7, 1973 with John Baldino, Project Director, York County (Virginia) Public Schools

APPENDIX 5 (continued)

Total enrollment: 8,500 - K-12
4,000 - Secondary

One secondary school offered pentamester calendar beginning in June, 1973. Attendance was optional. Three hundred sixty (360) students out of a possible 4000 attended the summer pentamester. The course offerings were limited. Some directed study was necessary to enable students to get needed courses.

York County is located in the center of a resort area. There are no winter sports. The schools are working with industry to set up nine week trainee programs during all the pentamesters except the summer pentamester.

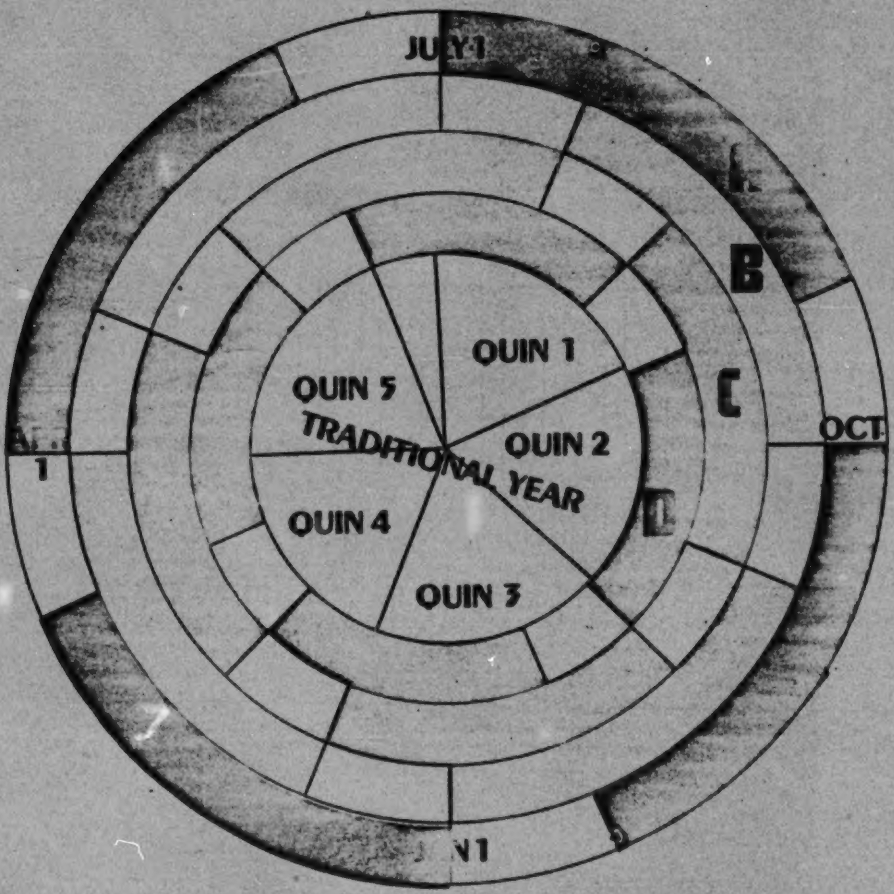
The summer school, which formerly enrolled 200-225 students, has been discontinued.

Most students will attend four pentamesters. Students may attend five pentamesters without paying tuition. A few seniors attended only three pentamester to complete courses required for graduation and then left school for jobs or military service. The elementary schools are currently nongraded. Students will not be accelerated for social reasons.

The elementary schools will instigate nine week courses beginning in September 1973 in preparation for a pentamester calendar beginning June, 1974.

The annual per pupil expenditure has been increased. This is attributed to an improved educational program rather than a change to Year-Round School. The program began under a grant for one year. It will be necessary for the county to make some basic decisions on how it will finance the program when the grant ceases. Mr. Baldino added that the state needs to review its educational funding.

TRADITIONAL SCHOOL CALENDAR COMBINED WITH 45-15 AND QUINMESTER YEAR ROUND PLANS


JULY 1
A
B
C
D
OCT
JAN 1
1
QUIN 1
QUIN 2
QUIN 3
QUIN 4
QUIN 5
TRADITIONAL YEAR

EACH QUIN CONTAINS 45 DAYS

EACH HIGH SCHOOL STUDENT ENROLLS FOR 4 QUINS ONLY (ANY 4) – 180 DAYS

LEGEND
VACATION ☐
45-15 TRACTS
A ▨
▨
C ▨
D ▨
TRADITIONAL 9 MONTH ☐
OPTIONAL 9 WEEK ☐

APPENDIX B

Charges To The Year-Round
Phase II Year-Round School Study Committee

PHASE II
K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

GENERAL CHARGES

1. To study the results of year-round programs in operation at Cunningham, Eastridge and Mission Viejo Elementary Schools.

2. To carry out the study in such a way so as to take into account a wide variety of factors. Study must have taken into account, but not be limited to, factors such as:

   a. pupil achievement
   b. pupil attendance and mobility
   c. pupil attitude
   d. teacher attitude
   e. parent attitude
   f. changes in the instructional program
   g. cost analysis including initial costs and long-range costs and including both operational costs and the impact on capital construction
   h. examine studies of results of year-round education in other school districts where available.

3. To forward to the Board of Education on or before August, 1975, the recommendations resulting from the study. The recommendations may be any one of the following:

   a. To place the entire district on a year-round calendar either at one time or phased in over a period of time.

   b. To continue a portion of the district on a year-round calendar and a portion on the traditional September to June calendar.

   c. To limit the use of a year-round calendar to those schools in the district faced with serious overcrowding, keeping the remainder of the schools in the district on the traditional September to June calendar.

   d. To discontinue current year-round plans and keep the entire district on the traditional September to June calendar.

In the process of developing its recommendations, the Phase II - Year-Round School Study Committee should raise and answer the following questions:

* Should the use of the year-round calendar be expanded in Cherry Creek, especially into the secondary schools?

* If not, why not and "if not" what implications does this have for the three elementary schools currently on the 45-15 calendar and for the district as a whole?

- * If so, why?
- * If so, should the use of the year-round calendar be limited to particular schools faced with short-term (three or more years) overcrowding?
- * If so, should efforts be made to offer the year-round calendar only at Laredo Middle School and Smoky Hill High School or offered elsewhere or everywhere at the secondary level?
- * If so, must all elementary schools sending pupils to a year-round secondary school go on a year-round calendar? Why or why not?
- * If so, does the current administrative procedure used at the elementary level for determining whether or not a school will go year-round apply to the secondary level? If not, what should be the procedure?

These general charges are based on a series of assumptions. They are to be used in guiding the Phase II - Year-Round School Study Committee in its effo

ASSUMPTIONS

1. Smoky Hill High School and Laredo Middle School should both be open and operational before any secondary school in Cherry Creek considers a year-round calendar.
2. No secondary school in Cherry Creek should implement a year-round calendar before July, 1976.
3. The 45-15 calendar and the optional quinmester are still appropriate year-round calendars for the middle schools.
4. The optional quinmester is still an appropriate year-round calendar for the high schools.
5. The selection of the 45-15 calendar or the optional quinmester is best made by the faculty and administration of the individual middle school in which it would be implemented.
6. If a 45-15 calendar was to be recommended for implementation at a middle school, election procedures similar to those now in effect at the elementary level would be utilized.
7. The determination as to the nature and scope of courses available in Quin 1 (July-August) is best made by the faculty and administration of the individual high school in which it would be implemented.
8. The Board of Education, by official action in a regular meeting, would have the final authority as to whether or not an individual school would implement a year-round calendar.

9. The next twelve to eighteen months will be crucial as to where the Cherry Creek Schools will be going with year-round education. It will either expand to include more schools, especially at the middle school level, or it is likely to hold and/or decline in its use.

10. The use of year-round education is a viable option when particular individual schools are faced with short-term (three to five years) or long-term enrollments within attendance areas that are over building capacity. Use of year-round calendar under these conditions reduces transportation costs, avoids extended days and double sessions, reduces use of mobile units, provides more "lead" time for overall district planning of buildings and decreases the likelihood of long-term "overbuilding."

Based on the abovementioned general charges and assumptions, the Phase II - Year-Round School Study Committee should have broad representation.

REPRESENTATION ON THE
PHASE II - K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

Group I - School Representatives

A teacher, parent or administrator to represent each elementary school. (Parent to be nominated by the school's Parent Organization.) (N=13)

Four teachers, two parents and an administrator to represent the two middle schools. (Parent to be nominated by the school's Parent Organization.) (N=7)

Six teachers, four parents and two administrators to represent the two high schools. (Parents to be nominated by the school's Parent Organization.) (N=12)

Group II - Special Interest Groups

Four parents-at-large to be recommended by the Superintendent based on interest expressed by individuals. (N=4)

Three teachers officially appointed by the Cherry Creek Teachers' Association. (N=3)

Four students to represent the two high schools. (Students to be nominated by the school's Student Government.) (N=4)

Two Co-Chairmen, the Superintendent and the President of Parent Council. (N=2)

Total Committee: N=45

APPENDIX C

Middle School Survey

1. Cover Letter
2. Registration Census Survey

OUR GOAL —
EXCELLENCE!

CHERRY CREEK SCHOOLS

Office of the Superintendent and the Board of Education
4700 South Yosemite Street
Englewood, Colorado 80110
(303) 771-1184

November 3, 1975

TO THE PARENTS OF SIXTH AND SEVENTH GRADERS
IN THE LAREDO MIDDLE SCHOOL ATTENDANCE AREA:

We need your help. Please respond to the enclosed Registration Census questionnaire! As you know, the Cherry Creek School District has recently completed four public information meetings on the 45-15 year-round calendar at the middle school level. I hope you had an opportunity to attend one of these meetings.

In order to determine whether or not there is sufficient parent and pupil interest in having a 45-15 calendar available for grades seven and eight for the 1976-77 school year, I am asking you to complete the enclosed form. I strongly encourage you to discuss this subject with your son or daughter now in grades six or seven before you complete the form. As you know, a pupil's general attitude toward school does much to determine motivation and achievement. Preference for a given calendar is part of that general attitude.

It is our intention to use the returns from this census as registration forms. The results will be used by the administration and the Board of Education to determine next steps regarding a year-round calendar for grades seven and eight. If insufficient interest is shown, no year-round calendar will be offered for 1976-77. If sufficient interest is shown (approximately 350 to 400 pupils) the district may be in a position to offer the 45-15 calendar along with the September-June calendar at one of the middle schools. I say "may be" because determinations must also be made as to the best location, Campus Middle Unit or Laredo. Further, it must be determined that a specific quality education program can be put together and staffed with interested and enthusiastic teachers. A recommendation regarding year-round calendar at the middle school level is scheduled for the January 12, 1976 meeting of the Board of Education.

To help us consider this topic, please complete and return the Registration Census form in the enclosed stamped, self-addressed envelope. If you receive more than one census form, please complete and return all of them. The mailings include students in grades 4-7. Please call 771-1184, extension 230 or 251, if you have any questions. Thank you in advance for your assistance.

Yours truly,

Richard P. Koeppe

Richard P. Koeppe, Ph.D.
Superintendent

RPK/d
Encl.

REGISTRATION CENSUS

Child's Name ______________________________ Present Grade ____ Track ____

(I) (We) wish to enroll the above named child in:

A 45-15 (year-round) school . . . . ☐
A September-June Calendar school . . . . . . ☐

IF YOUR CHOICE IS SEPTEMBER-JUNE, PLEASE COMPLETE THE BOTTOM OF THIS FORM, SIGN, AND RETURN IT.

(I) (We) prefer that this child attend the 45-15 calendar school at

Campus Middle Unit . . . . ☐
Laredo Middle School . . . . ☐

NOTE: If sufficient interest is shown (approximately 350 to 400 pupils) the district may be in a position to offer the 45-15 calendar along with the September-June calendar at one of these middle schools.

In the event the above-named child cannot attend a 45-15 school calendar at the preferred middle school choice, (I) (we):

Do not want child to go to the other school for a 45-15 calendar . . . . . . ☐
Would be willing to have child go to other school for a 45-15 calendar . . . . ☐

Comments ____

____

____

____
Signature of Parent or Guardian

Please check all appropriate boxes:

This child has attended a 45-15 calendar school in Cherry Creek . . . . ☐

I (We) have child(ren) in . . . grades K-3 ☐
. . . grades 8-12 ☐

We would appreciate your returning this form no later than November 10, 1975.
We will not be able to count any response received after November 14, 1975.

APPENDIX D

Results
Year-Round Middle School Census
November, 1975

YEAR ROUND MIDDLE SCHOOL SURVEY

Percentage Responding from Each School

	Grade	Number Sent Out	Number Responded	Percentage Responding	Preference by Percentage	
					45-15	September -June
Cunningham	4-5	250	146	58%	63%	37%
	6	133	72	54%	40%	60%
Eastridge	4-5	228	150	66%	69%	31%
	6	110	83	75%	54%	46%
Mission Viejo	4-5	210	131	62%	56%	44%
	6	98	73	73%	52%	48%
Polton	4-5	139	97	70%	28%	72%
	6	65	36	55%	22%	78%
Pheasant Run	4-5	39	25	64%	20%	80%
	6	28	16	57%	38%	62%
Village East	4-5	183	113	62%	14%	86%
	6	132	94	71%	11%	89%
Laredo	7	596	380	64%	28%	72%

YEAR-ROUND MIDDLE SCHOOL CENSUS

NOVEMBER, 1975

Summary of Results - Totals . . . . Page 1
Summary of Results - By Schools . . . . Page 2
Comments - Grades 4-5 - Prefer 45-15. . . . . Page 3
Comments - Grades 4-5 - Prefer September-June . . . . Page 5
Comments - Grade 6 - Prefer 45-15 . . . . Page 7
Comments - Grade 6 - Prefer September-June. . . . . . Page 8
Comments - Grade 7 - Prefer 45-15 . . . . Page 10
Comments - Grade 7 - Prefer September-June. . . . . . Page 11

CHERRY CREEK SCHOOLS
COLORADO

YEAR ROUND MIDDLE SCHOOL CENSUS

TOTAL NUMBER OF CENSUS FORMS SENT (ALL LEVELS)	2,217	
TOTAL NUMBER OF CENSUS FORMS RECEIVED AS OF 11/14/75	1,385	(62%)

REGISTRATION PREFERENCE (GRADES 4-5)

FOR SEPTEMBER-JUNE CALENDAR	340	(53%)
FOR 45-15 YEAR-ROUND CALENDAR	295	(47%)

REGISTRATION CENSUS (GRADE 6)

FOR SEPTEMBER-JUNE CALENDAR	236	(64%)
FOR 45-15 YEAR-ROUND CALENDAR	134	(36%)

REGISTRATION CENSUS (GRADE 7)

FOR SEPTEMBER-JUNE CALENDAR	273	(72%)
FOR 45-15 YEAR-ROUND CALENDAR	107	(28%)

TOTAL PERCENTAGES

SEPTEMBER-JUNE CALENDAR	61%
45-15 YEAR-ROUND CALENDAR	39%

SUMMARY OF RESULTS - BY SCHOOLS

SCHOOL	45-15	SEPT-JUNE	CMU	LAREDO	NO-OTHER	YES-OTHER
Cunningham						
Grades 4 + 5	92 (63%)	54 (37%)	11 (14%)	65 (86%)	33 (42%)	45 (58%)
Grade 6	29 (40%)	43 (60%)	7 (23%)	24 (77%)	12 (41%)	17 (59%)
Eastridge						
Grade 4 + 5	104 (69%)	46 (31%)	7 (8%)	86 (92%)	38 (41%)	55 (59%)
Grade 6	45 (54%)	38 (46%)	5 (11%)	39 (89%)	23 (51%)	22 (49%)
Mission Viejo						
Grades 4 + 5	74 (56%)	57 (44%)	1 (1%)	67 (99%)	41 (75%)	14 (25%)
Grade 6	38 (52%)	35 (48%)	1 (3%)	35 (97%)	30 (81%)	7 (19%)
Pleasant Run Area						
Grades 4 + 5	5 (20%)	20 (80%)	0 (0%)	5 (100%)	1 (25%)	3 (75%)
Grade 6	6 (38%)	10 (63%)	0 (0%)	7 (100%)	2 (50%)	2 (50%)
Polton						
Grades 4 + 5	27 (28%)	70 (72%)	0 (0%)	21 (100%)	11 (48%)	12 (52%)
Grade 6	8 (22%)	28 (78%)	0 (0%)	10 (100%)	6 (67%)	3 (33%)
Village East						
Grades 4 + 5	16 (14%)	97 (86%)	1 (6%)	15 (94%)	9 (69%)	4 (31%)
Grade 6	10 (11%)	84 (89%)	2 (14%)	12 (86%)	11 (85%)	2 (15%)
Laredo						
Grade 7	107 (28%)	273 (72%)	1 (1%)	110 (99%)	80 (77%)	24 (23%)

COMBINED COPY

Registration Preference Census - Grades 4-5

Prefer 45-15

1. Prefer 45-15 only if all children can be on the same calendar.
   𝍸 𝍸 𝍸 𝍸 𝍸
2. Prefer 45-15.
   𝍸 𝍸
3. Support 45-15 but not "school-within-a-school."
   ///
4. Prefer 45-15 only if own children can remain in neighborhood schools.
   𝍸
5. Feel 45-15 calendar should be available at all grade levels.
   ////
6. Prefer 45-15 only if children can be with their friends.
   ///
7. Provided Pheasant Run is also 45-15.
   /
8. Strongly in favor of 45-15 calendar.
   𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 /
9. Prefer 45-15 but only if in neighborhood school (Laredo)
   𝍸 𝍸 ///
10. Prefer 45-15 even if it means bussing.
    𝍸 ///
11. Only if Laredo faculty approves.
    /
12. Believe 45-15 calendar to be educationally sound as long as staff believes in it.
    /
13. 45-15 beneficial to both student and taxpayer.
    /
14. Prefer 45-15 only if it offers best possible education.
    /
15. If 45-15 is not adopted for middle school hope you will drop program in elementary school.
    //
16. Prefer 45-15 if classes are smaller.
    /

17. Prefer 45-15 at elementary school but would like to keep September-June for middle and high school.
/

18. Child confused - hasn't had September-June calendar, hasn't seen schools.
/

Unrelated

1. Pairing elementary schools for 45-15 and September-June.
/

2. Would prefer a school with contained classrooms.
/

3. If Laredo is chosen for 45-15 will it be able to handle a 45-15 calendar as well as a new school situation.
/

4. Would appreciate more information on benefits of 45-15 calendar.
/

16. Do not want 45-15 in middle or high school.
/

17. Prefer children not attend 45-15.
//

18. 45-15 causes a breakdown of family unit.
/

19. 45-15 is a waste of valuable resources, (gas, bussing, air conditioning, electric power)
/

20. Prefer September-June without changing schools.
𝍸 /

21. Don't mind 45-15 if parents could pick track.
/

Unrelated

1. Opposed to open space.
/

2. Moving out of district but still prefer September-June.
/

3. Prefer district spend money on more teachers, get rid of teacher's aides, rather than sending ou- surveys.
/

4. Need more information on year round school-attended meeting.
/

5. Please keep a closer watch on the individual schools. "Our goal - excellence" is not always present and equal at all schools. Unannounced visits would be appreciated by concerned parents.
/

6. Would like a neighborhood elementary school on a September-June calendar.
/

COMBINED COPY

Registration Census - Grade 6

Prefer 45-15

1. Prefer all children in family on same schedule.
   卌 卌 卌 //
2. Prefer 45-15 only if all children in family are on same schedule.
   //
3. Prefer 45-15 as long as transportation is provided.
   /
4. Slight preference to 45-15 which we are used to.
   /
5. Child shows more interest in school.
   /
6. Prefer Campus Middle Unit-will accept which ever calendar is offered there.
   /
7. Wish high school would go 45-15 too for vacation reasons.
   //
8. Assumes Pheasant Run elementary school will be 45-15 and wants all children on same schedule.
   /
9. Prefer 45-15 only if Polton goes 45-15.
   ///
10. Want children to be with their friends.
    /
11. Provided Christmas week is free from school.
    /
12. Prefer 45-15 at Laredo, the logical place due to its feeder schools being on 45-15.
    卌 ///
13. Would attend either school for 45-15 program.
    ///
14. Strongly in favor of 45-15.
    卌
15. Would like complete details of any program that may be adopted.
    //

COMBINED COPY

Registration Census - Grade 6

Prefer September-June CAlendar

1. Do not believe 45-15 privides improvement in learning.
𝍸

2. 45-15 creates summer family vacation problems.
||||

3. September-June is most functional for music, sports.
|

4. Prefer all children in family on same schedule.
𝍸 𝍸 ||||

5. Strongly opposed to 45-15 - disrupts family unit.
𝍸 ||||

6. 45-15 difficult for single working parents.
|

7. Feel children need summer for relaxing and not being scheduled.
|

8. Don't want 45-15 at either middle school.
𝍸 𝍸 |||

9. 45-15 very inconvenient.
||

10. Want September-June in home district.
||

11. Since the district is committed to the option of a 45-15 program - feel CMU is the place for it.
||

12. Have experienced 45-15 and found it unsatisfactory.
𝍸 ||

13. Strongly opposed to 45-15 calendar.
||||

14. Prefer September-June because of lack of recreational program available for 45-15.
|

15. All schools in district should be on same schedule.
𝍸 ||||

16. Feel September-June provides more continuity in schooling.
|

17. Child prefers September-June calendar.
////

18. Parent and child prefer Septmeber-June calendar.
//

19. Both parents work-babysitting a problem on 45-15 calendar.
///

20. Easier to handle wheel chair student in summer.
/

21. Prefer September-June calendar - will go to other school if necessary.
//

22. So children can spend summer months with father.
/

23. More direction and control needed from district such as: all Laredo feeder schools be 45-15 or school pairing.
/

Unrelated

1. A new school calendar: 1 week vacation near Washington's Birthday, 1 week vacation in April, school dismissed mid-June.
/

Laredo Middle School

Registration Census - Grade 7

Prefer 45-15

1. Don't want "school-within-a-school."
   //
2. Prefer all children on same schedule.
   𝍸 𝍸 ///
3. Want 45-15 at Laredo.
   𝍸 ////
4. Strongly in favor of 45-15.
   𝍸 𝍸 ///
5. Would like to be assured community activities would be scheduled to accommodate 45-15 calendar.
   /
6. Prefer 45-15 only if don't have to change schools.
   ///
7. Would like to have 45-15 in high school also.
   𝍸 /
8. Prefer 45-15 if it doesn't cause friendship problems.
   //
9. Would change schools if friends do.
   /
10. Cannot enroll child in 45-15 until it has been planned out.
    /
11. Prefer 45-15 depending on quality of education.
    /
12. Prefer 45-15 since it is the schedule we are used to - some problems but on the whole very good.
    /

Laredo Middle School

Registration Census - Grade 7

Prefer September-June

1. Prefer all children on same schedule.
   𝍸 𝍸 𝍸 ///
2. Strongly opposed to mixed calendar in the district.
   𝍸 /
3. Children prefer summer vacations in order to work.
   ///
4. Children prefer September-June
   𝍸 𝍸 //
5. Strongly opposed to 45-15 calendar.
   𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸
6. 45-15 hinders time to gain knowledge and experience outside of school.
   //
7. Opposed to 45-15 calendar at Laredo.
   𝍸 𝍸 //
8. The 45-15 calendar has caused family vacation problems.
   𝍸 𝍸
9. Do not believe 45-15 provides improvement and continuity in learning.
   𝍸 𝍸 ////
10. Have experienced 45-15 calendar and found it unsatisfactory.
    𝍸 𝍸 𝍸 ///
11. I feel my comments will do not good, because you will do what you want anyway.
    /
12. Opposed to 45-15 calendar for middle school because of sports, music, drama.
    //
13. Bothered by fact that faculty involved were not polled for their comments.
    /
14. Parents and children prefer September-June.
    𝍸 𝍸 ///
15. 45-15 calendar difficult for working mothers.
    ////

16. 45-15 calendar impossible for child to spend summer with parent in another state.

//

17. Do not approve of child having a different teacher after a 15 day vacation.

/

18. Believe child needs summer to relax.

/

19. Would prefer 45-15 if it was supported by community.

/

20. Prefer September-June but if it meant leaving friends would consider pros and cons.

///

21. Wants to stay at Laredo regardless of calendar there.

//

22. Would like to see 45-15 concept be utilized at both middle school and high school levels at same time.

/

Unrelated

1. After seeing how the schools are run the lack of discipline, cleanliness, and hit and miss education, I don't care which calendar as long as child attends the school Mr. Crowder is in charge of. He runs Laredo like a school.

/

COMBINED COPY

Registration Preference Census - Grades 4-5

Prefer September-June

1. Prefer all children in family on same schedule.
   𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 /
2. Would prefer 45-15 if Village East went 45-15.
   //
3. The district desperately wants 45-15 in spite of evidence that it doesn't work and in spite of parental disapproval.
   //
4. Parents and children prefer September-June.
   𝍸 ////
5. Strongly opposed to 45-15 calendar.
   𝍸 𝍸 𝍸 𝍸
6. Have experienced 45-15 calendar and found it unsatisfactory.
   𝍸 𝍸 𝍸 /
7. 45-15 difficult for working parents.
   ////
8. 45-15 creates difficulty with family vacations.
   ///
9. Reservations about lack of continuity in educational process inherent in a 45-15 program.
   ///
10. Since the district is committed to the option of a 45-15 program - feel CMU is the place for it.
    //
11. Hope one school will be September-June.
    𝍸 //
12. Prefer summer vacation for child (more activities).
    //
13. Student prefers September-June.
    //
14. Would like to have 3rd junior high when built, built with careful planning for staff and school design to implement a "good" year-round school.
    /
15. Quality education more important than flexibility - feel children aren't learning as much on 45-15 calendar.
    /

APPENDIX E

Report To The Board Of Education Of The Phase II Year-Round School Study Committee

REPORT - PHASE II - K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

REPORT
PHASE II
K-12
YEAR-ROUND
SCHOOL STUDY
COMMITTEE

Milt Schmidt, Ex Officio Secretary of the Committee, stated the Board of Education has been well informed of the activities of the Committee by monthly reports at the Board meetings, copies of the minutes and by attending some of the meetings. He highlighted the organization of the Committee.

Al Lemieux, Chairman of the Evaluation of Year-Round School Sub-Committee, reviewed the various documents that were utilized by the Phase II Committee and the conclusions drawn as a result of the study. All studies substantiated that students on a year-round calendar did as well as students on a traditional calendar. All members of the Committee were involved in the final report.

Mrs. Marilyn Baisel, Chairman of the Writing Committee, reviewed the following recommendations of the Phase II - K-12 Year-Round School Study Committee:

I. Elementary Schools

WHEREAS, Options and alternatives in education are desirable and are current policies of the Cherry Creek School Board, and

WHEREAS, Consideration of community viewpoint has always been a factor in the development of programs in Cherry Creek, and

WHEREAS, The Phase I Committee recommended that:

Each elementary school community should be allowed to choose one of the following: a 45-15 year-round school plan, a combination of 45-15 and traditional nine-month plan or a traditional nine-month plan.

Each middle school community should be allowed to choose any one of the following: a 45-15 year-round school plan, an optional quinmester year-round school plan or a traditional nine-month plan.

The high school community should be allowed to choose either an optional quinmester year-round school plan or a traditional nine-month plan.

WHEREAS, The year-round program at the three elementary schools in Cherry Creek has been studied and proven to be

educationally sound;
preferred by a majority (62%-73%) of the families involved in operation;
an important factor allowing for a capacity increase of existing building up to 33%.

Report - Phase II - K-12 Year-Round School Study Committee - continued

A number of families with children on year-round programs have expressed a desire for a common calendar to facilitate their life style, and

a number of students (29%) now attending middle school have experienced year-round program, and

year-round school is considered an option and all families should have the opportunity to have their children attend school on a traditional calendar if they so desire.

IT IS THEREFORE RECOMMENDED THAT:

A. The consideration and implementation procedures for other elementary schools in the district to go on a year-round calendar should be facilitated in accordance with Policy and Procedures 6115.

REPORT

PHASE II
K-12
YEAR-ROUND
SCHOOL STUDY
COMMITTEE
continued

B. The Administrative Policy 6115, carrying out Policy 6115 schools on elementary year-round, be amended in the following manner:

1. That the present elementary procedure be changed to permit a new school to open its first year on the 45-15 calendar.

2. That the present elementary administrative procedure requiring a 75% vote be abolished and that the procedure be changed to require that two out of three (66 2/3%) of all affected households voting favor a year-round calendar before it can be implemented.

3. That the administration call for a balloting of a year-round school after no less than three years of operation of a year-round calendar, that unless two out of three households or 66 2/3% voting indicated a desire to go off year-round calendar it will remain on.

4. If in a community a school has been operating on a year-round calendar and then discontinues, the year-round calendar busing is to be made available for those persons who wish to attend a school with a 45-15 calendar if space is available.

C. The idea of pairing schools should be incorporated even though no specific recommendations can be made at this time.

II. Middle School Section

WHEREAS, A number of families with children on year-round programs have expressed a desire for a common calendar to facilitate their life style, and

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT
PHASE II
K-12
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COMMITTEE

continued

WHEREAS, A number of students (29%) now attending middle school have experienced year-round programs, and

WHEREAS, Year-round school is considered an option and all families should have the opportunity to attend school on a traditional calendar if they so desire, and

WHEREAS, The understanding on the part of staff, students and parents of the implications of year-round school for family life and instructional programs is highly limited in communities which have not experienced the program, and

WHEREAS, More information regarding student and staff needs and attitudes is needed to design the best plan, and

WHEREAS, Staff support at the middle school for 45-15 or quinmester does not focus at one school but is scattered throughout the district, and

WHEREAS, The plan for the implementation of year-round school at the middle school level must consider

Type of calendar as recommended by Phase I Committee (45-15 or quinmester)
Site of program
Partial or complete use of one building for 1976 and potential use of other buildings
Number of students and staff interested in the program
Accessibility to all the district
Predictions on growth in the district and plans for Middle School #4.

The following proposals regarding middle school section should be considered:

Option 1:

A. Conduct community surveys to determine if, where and when year-round calendar will be implemented at the middle school level.

B. Various groups should have an opportunity to contribute their opinion on year-round school. These groups may be identified as:

1. Staff and administration
2. Parents of children now on year-round school
3. Parents of the same age group of children in the Campus Middle Unit and Laredo attendance area
4. Parents in the district as a whole
5. Nonparent residents of the district
6. Students

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT

PHASE II
K-12
YEAR-ROUND
SCHOOL STUDY
COMMITTEE

continued

It is understood that those families with children now or formerly on year-round at the fourth, fifth, sixth and seventh grade levels would be most directly affected by the middle school program and their input into the survey would be most critical.

C. The district should obtain the services of a professional consultant to prepare, conduct and interpret a community survey. Before an actual survey is conducted the procedure used in gathering data, the survey instrument to be used and the methodology for subsequent interpretation of those data should be shared with the Implementation Advisory Committee, the professional staff, students and patrons to insure that the needs of the community are met. The purpose of the survey is to provide a base of information from which administration and School Board may make future decisions. Since the possible outcomes are varied enough to still provide options to all, these surveys should not be regarded as a vote.

D. A program for implementation should be based on a community survey to establish the number of students who would participate in possible programs such as:

1. CMU - dual calendar 45-15 and conventional
2. Laredo - dual calendar 45-15 and conventional

The program must take into consideration future growth of the district, any changes in the attendance areas for the middle schools, increase in the number of students opting for a year-round program and possible changes in the grade levels assigned to middle school, future growth of the district and new middle schools. At this time this Committee feels that a quinmester calendar at middle school will not meet the community's needs.

Option 2:

A. 1. Beginning with the 1976-77 school year, a 45-15 calendar as a school-within-a-school should be offered at CMU only, provided that a sufficient number of pupils express an interest.

2. Upon completion of grade eight, all pupils will be required to attend the senior high school of their attendance area.

B. A community registration should be conducted to determine the amount of participation from the three elementary schools now on year-round.

C. The program should be open to all families in the district and an effort should be made to present the program and offer the opportunity of participation.

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT

PHASE II
K-12
YEAR-ROUND
SCHOOL STUDY
COMMITTEE
continued

Option 3:

A. 1. Beginning with the 1976-77 school year, a 45-15 calendar as a school-within-a-school should be offered at Laredo only, provided that a sufficient number of pupils express an interest.

2. Upon completion of grade eight, all pupils will be required to attend the senior high school of their attendance area.

B. A community registration should be conducted to determine the amount of participation from the three elementary schools now on year-round and other schools in the Laredo attendance area.

C. The program should be open to all families in the district and an effort should be made to present the program and offer the opportunity of participation.

Option 4:

Consideration of the location of a year-round program at the middle school level in Cherry Creek should be delayed until a decision as to location and elementary feeder network of middle school #4 is made.

The Committee discussed the four options and the results of their vote is as follows:

	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	FOURTH CHOICE
Survey	14	14	5	0
C.M.U.	10	14	7	2
Laredo	8	4	17	4
Delay	1	1	4	27

IT IS THEREFORE RECOMMENDED THAT:

A. 1. An Implementation Advisory Committee should be appointed by the School Board to assist the administration in implementation of the recommendations of the School Board concerning year-round school.

REPORT
PHASE II
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continued

2. This Committee should be composed of members of the Phase I and II Committees, administrators, faculty members and parents from all schools which will be involved.

B. There should be a three year commitment to the plan at the middle school level to allow for proper evaluations of its merits and disadvantages.

C. 1. The open enrollment policy in Administrative Procedure 6115.1 (number 4) which refers to elementary schools on a year-round calendar should be in effect in a middle school on a year-round calendar.

2. The busing policy in the same procedure should be rescinded to allow more flexibility.

III. High School Section

WHEREAS, Year-round school at the secondary level is a relatively new concept to the Cherry Creek School District, and

WHEREAS, Community interest in year-round school at the secondary level is yet unknown, and

WHEREAS, Staff attitude at the high school level has initially been nonsupportive, and

WHEREAS, The consideration of a year-round calendar at the high school may depend on the interest and success at the middle school level,

BE IT THEREFORE RECOMMENDED THAT:

A. Further study should be conducted by the high school community, parents, students and staff to determine the interest in year-round programs and curriculum possibilities as soon as the year-round program is adopted at the middle school level.

B. A comprehensive summer school program should be developed that is comparable to the regular high school course offerings. It is recognized that there are legal restraints on offering required courses on a tuition basis in the summer school program. Action for legislative changes in this regard should be actively pursued.

C. A change in the present calendar should be considered in which the winter break would be longer and would coincide with the semester break with possible short vacations during the two semesters. This would necessitate starting school before Labor Day.

Report - Phase II - K-12 Year-Round School Study Committee - continued

Superintendent Koeppe, Co-Chairman of the Phase II Committee, thanked members of the Committee for their efforts. He felt the recommendations spoke to "Where might we go from here with year-round schools?" He shared with the Board what he sees as immediate next steps with respect to year-round schools as follows:

1. Administrative Procedure 6115.1, Year-Round School - Elementary. It will be recommened that Administrative Procedure 6115.1 be revised to:

   A. Provide that a new elementary school may open on a 45-15 calendar. This is prohibited by the current Administrative Procedure but the school in the Pheasant Run area may wish to have that option inasmuch as a majority of the pupils who will be attending the school are now on a 45-15 calendar at Mission Viejo.

REPORT
PHASE II
K-12
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SCHOOL STUDY
COMMITTEE
continued

   B. Not require that 75% of all the ballots be returned before there is an "official" election. The reason this is being recommended is that 26% of the ballot holders could ban together and not send in ballots and invalidate the democratic process.

   C. Require that two out of three (66 2/3%) of all affected households voting favor a year-round calendar before it can be implemented (it now requires 56% must vote favorably but requires that 75% of the affected households vote).

   D. Provide that a school now on year-round calendar will remain on year-round calendar until two out of three affected households indicate a desire to go off the year-round calendar (this is not spoken to in the current procedure). The Committee recommended such a vote be taken after no less than three years of operation on the year-round calendar. It is not clear what should be the procedure for schools now on year-round. Cunningham would be eligible as it is in its fourth year. Eastridge is in its third year. Mission Viejo, however, was promised when it went on 45-15 that it could reconsider when a nearby elementary school opened. Possibilities are to settle the middle school issue first, poll all three year-round schools in perhaps February to get a base year and then do not poll again for three more years or provide that a poll may be taken upon petitioned request of parents rather than being required to do it administratively. Regardless of what is decided, it will be proposed that the two-thirds consensus vote be required.

2. Year-round at the Middle School. A "Public Information and Survey Committee" has been appointed. Time is crucial and the Committee will have its first meeting on Wednesday, October 15,

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT
PHASE II
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continued

1975, at 3:30 p.m. The membership is composed of the Principals and PTO Presidents of Campus Middle Unit, Laredo Middle School, Cunningham, Eastridge, Mission Viejo, Polton and Village East Elementary Schools. This selection was based on the assumption that the vast majority of middle school pupils who would go year-round are or were in year-round elementary schools; that Campus Middle Unit is a potential site and the inclusion of Village East and Polton because they are feeder schools to Laredo Middle School (also a potential site) and the students have had some exposure to year-round.

Four Public Information meetings have been scheduled at which the Superintendent will make the presentations with members of the Committee available to answer questions. The meetings will be held:

Tuesday, October 21, 1975 - 7:30 p.m., Cunningham Elementary School
Wednesday, October 22, 1975 - 7:30 p.m., Eastridge Elementary School
Thursday, October 23, 1975 - 7:30 p.m., Laredo Middle School
Tuesday, October 28, 1975 - 7:30 p.m., Mission Viejo Elementary School

Parents are welcome to attend any or all meetings. Flyers will go home from the schools announcing the meetings.

Once the Information meetings have been held, the next step will be to decide who will be surveyed and what will be included in the survey. It will be conducted sometime between November 15 and December 1, 1975. It could be a pre-registration, anonymous or signed, type of survey. It should include parents of current sixth and seventh graders on year-round, sixth and seventh graders at Village East and Polton, and fifth and fourth graders to see if there is sufficient interest in the continuation of a middle school year-round if one is started. The survey will be conducted by Dr. Feldman with assistance from Research Services, Inc.

The results of the survey will be analyzed from December 1 to December 10, 1975, and a report will be made to the Board on December 15, 1975. By early January it should be determined whether the district will or will not go with a year-round/traditional middle school. If close to the approximately 400 students needed are available, it might be offered to all other schools in the district via open enrollment.

If the situation is such that the district will not go with a year-round middle school program at this time, it will be recommended that the issue not be considered again until or after middle school #4 opens for the 1978-79 school year. It will also be recommended that the Public Information and Survey Committee become a standing "Year-Round Advisory Committee," as suggested by the Phase II Committee.

Report - Phase II - K-12 Year-Round School Study Committee - continued

If it appears a year-round school will be implemented at the middle school level, the Public Information and Survey Committee will be expanded and become an "Implementation Committee."

Even if the parents pre-register a sufficient number of pupils, all still may not be in order to implement a year-round middle school calendar. It may upset some ardent 45-15 teachers, administrators, parents and students, but the Superintendent must consider a variety of factors regarding year-round middle school. He shared the following concerns:

A. Location. Laredo Middle School appears to be the preferred location of parents but Campus Middle Unit/Cherry Creek High School location has the advantage of more space available of the type needed to make a school-within-a-school concept workable, especially in the second year of operation.

REPORT

PHASE II
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COMMITTEE

continued

B. Faculty Attitude. At the elementary level, the first requirement is a preliminary interest on the part of the school's faculty. The Laredo Middle School faculty has expressed the feeling it is being done to them and not with them. A survey taken last spring indicated the attitude of the middle school staffs was for a preference to stay on a September to June calendar and for a preference for a quinmester calendar. The reasons a quinmester was preferred were because the middle school program is more like a high school program and it has been recommended and reconfirmed as the best year-round calendar for a senior high school. The 45-15 calendar was the least desirable.

When the faculty/administration selections were made for Laredo Middle School, year-round attitude was taken into account. The Principal is open-minded and willing to learn and lead. He was well aware that the feeder schools were on a 45-15 calendar. In selecting the faculty, it was also kept in mind although some were mandatory selections from Campus Middle Unit and West Middle School due to instructional changes and others were not selected or refused because of their attitude toward year-round. Good middle school teachers were selected first, as evidenced by the first six weeks of Laredo Middle School's existence. At selection time it may have been indicated they might have to prepare to teach on a 45-15 or quinmester calendar in the near future. It might have become difficult to get enough or the best teachers if a year-round school calendar was insisted on.

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT

PHASE II
K-12
YEAR-ROUND
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COMMITTEE

continued

Superintendent Koeppe closed by saying he appreciated and respected the work, efforts and recommendations of the Phase II Committee and he looked forward to the Public Information meetings and seeing the results of the survey. At this time he is reserving further judgment and further recommendations to the Board until the process of the Public Information is carried out and the results of the pre-registration process are known.

A member of the Phase II Writing Committee pointed out some factors which she felt should be recognized by members of the School Board, administration and the community in regard to this report.

1. The recommended options are concerned purely with calendar considerations. The 45-15 calendar is offered because of repeated requests from some parents in the three year-round elementary areas who presently have children in those schools and who are looking forward to having a child in middle school in the near future and not because any proof was shown that year-round or 45-15 is superior educationally.

2. Nowhere in the report has the Committee spoken to the educational effect of a 45-15 calendar on the presently quite successful middle school program.

3. The same statement applies to the effect of this calendar on the types of extracurricular activities in which middle school students participate.

4. She commented that to the best of her knowledge, the Phase II Committee has not had any input from the two districts in the State (Jefferson County and Colorado Springs) which are presently using year-round programs at the secondary level.

5. She said a question which cannot be ignored is what will these children do on their three-week breaks? This age child is too old for sitters and unlikely to find a job because of his age and the brevity of his break.

She suggested that perhaps a look should be taken at the function of the middle school program. It is not just an extension of elementary school but instead, the only training ground provided for high school. In this program children are learning to do some long-range planning and meet longer-term goals. They are learning to accept increased responsibility and for the first time dealing with the experience of earning the type of grades they will meet in high school. She felt these factors and the very special needs of this age group make the middle school years a unique and brief time in the educational careers of the children. Any year-round program planned for them needs to be looked at with an eye to these considerations. Apparently those parents who are anxious to see a year-round middle school program developed feel that the needs of their elementary children are being well met by the 45-15 program. It does not necessarily

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT

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continued

follow that the needs of middle school students will be equally well met by the same calendar. In a district which prides itself on meeting individual needs, she said the district must be careful not to fail to meet the needs of the middle school children in an effort to accommodate the desires of those parents who wish to achieve a common calendar for their families.

General discussion followed covering items such as contacts made to Colorado Springs and Jefferson County schools that resulted in negative reports, a request that an open mind be kept as these are matters of opinion, the fact that if there were not three elementary schools on year-round there would be a need for another elementary school for the 600 students off track, transportation costs, the Washburn survey, Phase I Committee study and visits to secondary schools on year-round calendars, the fact that no student will be forced to go on year-round and the need to inform the staffs as well as the public.

Vice President Wicks encouraged and implored members of the audience to attend one or all of the Public Information meetings.

181-75 REVISION OF RESOLUTION 117-75

181-75

REVISION OF
RESOLUTION
117-75

After discussion and review, it was

MOVED by Director Lipton, SUPPORTED by Director Hayes

> THAT the ESEA Title II Special Purpose Grants as listed in Resolution 117-75 be herewith rescinded due to nonapproval by the State of Colorado Board of Education.
>
> 1. Village East Community Elementary School
>   William Dwyer, Principal
>   Virginia Van Skike, Project Coordinator
>
>   "Language Arts/Math Lab"
> $3,500.00 requested
>
> 2. Village Heights School
>   Pauline Andrews, Principal
>   Miriam Burris, Project Coordinator
>
>   "A Program to Integrate an Understanding and Appreciation of Creative and Fine Arts (Humanities) into the School Curriculum and to Further Provide Creative Experience and Career Guidance in These Fields Through the Use of Media Center Materials"
> $9,200.00 requested

VOTE: Hayes-aye; Lipton-aye; McElroy-aye; Wicks-aye. Motion carried.

APPENDIX F

Superintendent's Communication To The Board of Education

Communications - From the Superintendent - continued

in April for spring vacation and all four end on either Thursday, June 9, or Friday, June 10. Differences exist in the calendars in that all are not taking Veterans' Day on November 11 and two districts are not taking two full weeks for winter intermission. Also to be considered are the calendars of the Area Vocational School (120 Cherry Creek pupils enrolled) and SEMBCS (64 pupils enrolled). The lack of input from the teachers was caused by the tight timeframe involved to get the calendar to the Board for consideration by November 10, 1975.

RESOLUTION
226-75

continued

The recommendation in January will probably basically be what was presented in November. If school was scheduled to start a few days earlier in August, it was felt too many pupils would miss school and "real teaching" would not start until the Tuesday after Labor Day. If the calendar is to end on Friday, June 3, five days would need to be picked up. These days could be the Monday, Tuesday and Wednesday before Christmas, Veterans' Day in November and Presidents' Day in February.

The 1976-77 Calendar Committee will be asked to reconvene and become the 1977-78 Calendar Committee. The Committee will work in the spring, rather than the fall, to develop rationale for changes, survey and sample opinions of teachers, parents and pupils and coordinate calendars with other districts, AVS and SEMBCS. The first Tuesday after Labor Day in September 1977 will also be a late starting date, so the Committee will be facing some of the same problems.

Year-Round Middle School Survey. The results of the year-round middle school survey have been provided to members of the Board and copy is attached to the official minutes.

The following sequence of events led to the completion of the survey:

YEAR-ROUND
MIDDLE SCHOOL
SURVEY

1. Tuesday, November 4, 1975, survey forms were mailed to parents of pupils in grades 6 and 7 and parents of pupils in grades 4 and 5 of Cunningham, Eastridge, Mission Viejo, Polton, Pheasant Run area, Village East and Laredo.

2. Friday, November 14, 1975, was the final date for return of the questionnaires. There were 2,217 census forms sent out and 1,385 (62%) returned.

3. Wednesday, November 19, 1975, the results were provided to the Superintendent and mailed to the Board of Education.

4. Friday, November 21, 1975, Mr. Crowder, Mr. Isaacson and Dr. Koeppe met and concluded it was very unlikely there would be a sufficient number of pupils to offer even a single track of 45-15 on the central campus. Another conclusion was there may be a sufficient number of pupils to offer a track or two at Laredo Middle School. It was decided to pursue the matter in order for families with students now on a 45-15 calendar (K-6 -- some 2000 students) to have it available K-8. Those students now on 45-15 are more likely to stay on that calendar and there is a likelihood of others considering it if there can be a common calendar.

Communications - From the Superintendent - continued

5. Wednesday, November 26, 1975, Mr. Crowder met with some Laredo parents and teachers to pursue the feasibility of a 45-15 calendar for 1976-77.

6. Wednesday, December 3, 1975, a meeting was held of the Public Information and Survey Committee. The results and steps taken sofar were shared with the Committee. There were mixed reactions but it was decided to pursue further the questions of:

    a. In moving from one track to another would the number go down?

    b. What are the deliberations of the Long-Range Planning Committee?

    c. How are special subject areas, i.e., foreign language, music, art, going to be taught?

    d. What are the solutions for sports and extracurricular activities?

    e. Will there be a loss of mobility?

7. Mr. Crowder will continue to meet with parent/teacher groups this week and next to attempt to answer some of the questions.

8. Tuesday, December 30, 1975, Mr. Crowder, Dr. Goe and Dr. Koeppe will meet to consider in detail the feasibility of offering a track or two of 45-15 at Laredo Middle School.

9. Monday, January 5, 1976, a meeting of the Public Information and Survey Committee is scheduled.

10. Monday, January 12, 1976, a progress or status report will be made to the Board of Education. The recommendation will probably be that it not be offered or that it be offered in order to see how many students are interested. A final decision will be made in February or March.

YEAR-ROUND MIDDLE SCHOOL SURVEY

continued

Affirmative Action. There is a very active "self-study" committee on Affirmative Action chaired by Mr. Eric Eversley. There was a meeting of all administrators last Thursday afternoon. The group was briefed on Affirmative Action in general by Betty Hinkle, Title IX Coordinator, Colorado Department of Education. There will be an interim report by Mr. Eversley to the Board of Education in February or March.

AFFIRMATIVE ACTION

Greenwood Annexation Election. The result of the Greenwood Annexation Election on Tuesday, December 9, 1975, was extremely gratifying. There was a very large turnout to vote (estimated 60-70% of eligible voters) and a large margin voted to reannex to Greenwood Village (700 for and 45 against). It is felt one of the reasons for the large turnout and

GREENWOOD ANNEXATION ELECTION

APPENDIX G

Results
Year-Round Calendar Retention Vote

OUR GOAL — EXCELLENCE!

CHERRY CREEK SCHOOLS

DEMONSTRATION AND DISSEMINATION CENTER FOR YEAR-ROUND EDUCATION

Demonstration Center
11777 East Wesley Avenue
Denver, Colorado 80232

March 22, 1976

Sixth Mailing of Year-Round Information

From: Cherry Creek Year-Round Dissemination Center - Jim McDermott, Coordinator

Cherry Creek has just finished balloting in her three year-round schools to determine whether they will continue on the year-round calendar. All three voted to continue with an average of 75% of the community voting to continue the year-round program. A fourth school voted to open on the standard nine month calendar. I have enclosed a summary of the voting that has taken place in these schools since they began to consider and work with year-round. It would appear that the longer a school and community work with year-round the more positive they feel about it.

Again there are some national clippings included in the mailing.

Included this month is a paper on child development and the year-round elementary school. I feel that it is one of the best articles around on this topic and will be of interest to anyone in a year-round elementary school.

Before the last mailing in June, we hope to complete a resource handbook for year-round teachers. Hopefully it will contain some suggestions for management techniques and curriculum ideassthat would make effective use of the year-round calendar. More details will be forth coming.

45 - 15 YEAR-ROUND SCHOOLS

CUNNINGHAM *EASTRIDGE* *MISSION VIEJO*

CUNNINGHAM		EASTRIDGE		MISSION VIEJO	
1972		1973		1974	
For Y.R.	For Traditional	For Y.R.	For Traditional	For Y.R.	For Traditional
72%	27%*	56%	22%*	66%	16%*
1975		1975		1975	
72%	18%*	65%	23%*	63%	19%*
1976		1976		1976	
80%	20%	74%	26%	67%	33%

Average Favoring Year-Round For All Three Schools

Before Y.R.	65%
1975	67%
1976	75% (Research Services Sample)
1976	75% (Family by Family Ballot)

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* % not responding or favoring other options are not included.

APPENDIX H

Enrollment Information And Form

LAREDO MIDDLE SCHOOL
5000 SOUTH LAREDO STREET
DENVER, COLORADO 80232

March 12, 1976

Dear Parents of 6th Graders in the Laredo Attendance Area:

Enclosed is the necessary registration information for those students who wish to be placed in a 45-15 year-round middle school program at Laredo. If you wish to enroll your child in the 45-15 alternative year-round school program at the middle school level, this material should be returned to Laredo Middle School by March 22. In addition, those families who did not previously fill out a registration census form indicating year-round preference last November, will have to establish a priority number. This may be done by calling 750-4150, Ext. 300, and you will have the time and date of your call logged to establish your position on the priority list.

Students who will be enrolling in the standard calendar track will receive their registration material at meetings to be held at their elementary school at a later date.

Students who are presently in Track A or B will be placed in thos tracks if two tracks are offered. Students who are presently on Tracks C or D, or a standard calendar, preferences will be considered but they may be used to balance Tracks A and B if registration warrants the offering of two tracks. After track determination has been made at the middle school level, younger brothers and sisters may be placed on a compatible track at the elementary school if the parents desire.

Several public informational meetings have been held regarding the optional middle school program at Laredo. For parents who have additional questions or were unable to attend one of those previously scheduled meetings, an additional session is being held at Laredo Middle School on March 18th at 7:30 P.M. in the Gold House Commons.

If you have any questions that can be answered by telephone, please contact Mrs. Joan Grady, Extension 320, Mr. John Buckner, Extension 310, or Mr. Galen R. Crowder, Extension 300.

Very truly yours,

Galen R Crowder

Galen R. Crowder
Principal

GRC:mmh
Enc.

STUDENT NUMBER____ HOUSE____________
(FOR OFFICE USE) (FOR OFFICE USE)

YEAR-ROUND STUDENTS
LAREDO MIDDLE SCHOOL

EIGHTH GRADE COURSE SELECTION SHEET 1976-77

LAST NAME FIRST NAME MIDDLE INITIAL

PREFERENCE OF TRACK: (CHECK ONE) TRACK A____ TRACK B____
(Track preference will be honored if balance can be maintained.)

REQUIRED COURSES

(Meeting Every Day for the Full Year

English Math Foreign Language
Science Social Studies
(One semester of Physical Education is required)

ELECTIVE COURSES

You may choose one (1) of the following course offerings. Give two (2) preferences, indicating 1 and 2. Each course will meet every day for one (1) semester.

Home Arts ____ Industrial Arts ____
Visual Arts ____ Vocal Music ____
Instrumental Music (May be taken for entire year) ____

Playing Experience - Instrumental Music

Less than 6 months ____ 1 Year - 2 Years ____
6 Months - 1 Year ____ Over 2 years ____
Instrument Played____________________

- -

Parent's Signature______________ Home Telephone______________
Address______________ Work Telephone______________
____
Elementary School______________ Date______________
Younger brothers or sisters in year-round school? Yes____ No____
If "Yes", Track ____

This form must be returned on or before Monday, March 22nd, to the Blue House. Your priority for the year-round program will be determined by the date and time this form is returned.

PRIORITY NO.__________

STUDENT NUMBER____ HOUSE____________
(FOR OFFICE USE) (FOR OFFICE USE)

YEAR-ROUND STUDENTS
LAREDO MIDDLE SCHOOL
SEVENTH GRADE COURSE SELECTION SHEET 1976-77

____
LAST NAME FIRST NAME MIDDLE INITIAL

PRESENTLY ENROLLED IN: (CHECK)

TRACK A___ TRACK B___ TRACK C____ TRACK D____ STANDARD TRACK____

(Students presently on Track C, Track D, or Standard Track may choose between Tracks A and B and preferences will be honored if track balance can be maintained.

PREFERENCE: TRACK A_____ TRACK B____

* *

REQUIRED COURSES
(Meeting Every Day For the Full Year)

English Math Foreign Language

Science Social Studies

(Students will have Physical Education for 2 Quarters)

ELECTIVE COURSES

You may choose two of the following course offerings, each meeting every day for nine weeks.

I.

Visual Arts ____

Industrial Arts ____

Home Arts ____

PLEASE GIVE FIRST, SECOND AND THIRD CHOICE

II.

Instrumental Music (May be taken for the entire year)

Beginning Band ____ Concert Band _____

Intermediate Band ____ Orchestra _____

Instrument Played:____________________

Playing Experience

Less than 6 Months ____ 1 Year - 2 Years ____

6 Months - 1 Year ____ Over 2 Years ____

- -

Parent's Signature__________________ Home Telephone________________

Address:__________________________ Parent Work No.________________

____

Elementary School__________________ Date__________________________

Younger brothers or sisters in year-round school? Yes___ No____

If "Yes" - Track _____

APPENDIX I

Learing Outcomes - Laredo Middle School

Workshop Instruction
Rank Order by Faculty
Rank Order by P.T.O. Board
Rank Order by Random Sample of Parents

LEARNING OUTCOMES WORKSHOP

GOLD HOUSE COMMONS

Instructions To Group Members

1:15 - 1:30 - Large Group. You are about to engage in a "brainstorming process." Your task is to make a list of Learning Outcomes that you attempt to accomplish through your teaching. To achieve your group's goal in the time allotted, the following guidelines should aid you.

1:30 - 1:50 - In Small Group. In order to encourage participation, all ideas will be accepted and tested, no matter how unclear they may seem. No evaluation or clarification of meaning is allowed at this time. In brainstorming, one idea often sparks another. If the discussion process begins before all ideas have been stated, further expression may be inhibited.

1:50 - 2:05 - As soon as all ideas have been presented, or time is called, discussion and clarification of statements can take place. Meanings of statements should be understood by all group members and those items that are identical should be consolidated.

2:05 - 2:20 - When clarification has ended, each member is to write down on a piece of paper the 10 outcomes he/she sees to be the most important. These will then be tabulated and the 10 most frequently listed outcomes will become the product of the group and will be taken to the large group.

2:20 - 2:35 - BREAK.

In Large Group

2:35 - 3:00 - Clarification of statements will be made when all groups have made their presentations.

3:00 - Using the lists, from the groups, each member of the large group is to make a list on a piece of paper of the 10 most important outcomes as he or she sees them. You need not give an identical list to that in the small group. You may use any of the outcomes, on any of the lists.

Instructions To Group Leaders

In Small Groups:

(a) Be sure everyone understands the task and process.

(b) Be aware of time.

(c) Encourage participation.

(d) Appoint someone to serve as a reporter.

(e) Items need to be put on the board so all can see them; a total list of all items listed needs to be compiled and a list of the 10 outcomes your group comes up with needs to be presented in some visual and verbal form to the large group.

DESIRED LEARNING OUTCOMES

1. Know where and not to locate information.
2. Self-discipline.
3. Recognize the reality of consequences.
4. Decision making.
5. Responsibility for: Learning, actions, study habits, and desire to learn.
6. Ability to accept responsibility for one's action.
7. Honesty.
8. Accepting one's own sexuality.
9. Self-Actualization: (a) to develop a deeper understanding of themselves as individuals; (b) ability to cope with difficulties in life; (c) to recognize they have the means of change within themselves; (d) sensitivity to their own behavior; (e) developing fine and gross motor skills; (f) develop writing skills.
10. Basic Skills: (a) reading skills; (b) language and math skills; (c) read directions; (d) listening skills; (e) developing fine and gross motor skills; (f) develop writing skills.

Summary Table - Rank Order Of:

Random Sample of Parents	P.T.O. Board	Faculty
4	4	2
3	2	1
7	5	5
8	8	10
2	3	4
6	6	6
5	7	7
10	10	8
9	9	9
1	1	3

DESIRED LEARNING OUTCOMES

Rank Order By Faculty

2. Self-discipline.

1. Know where and how to locate information.

5. Responsibility for: Learning, actions, study habits, and desire to learn.

10. Basic Skills: (a) reading skills; (b) language and math skills; (c) read directions; (d) listening skills; (e) developing fine and gross motor skills; (f) develop writing skills.

4. Decision making.

6. Ability to accept responsibility for one's action.

7. Honesty.

8. Accepting one's own sexuality.

9. Self-Actualization: (a) to develop a deeper understanding of themselves as individuals; (b) ability to cope with difficulties in life; (c) to recognize they have the means of change within themselves; (d) sensitivity to their own behavior; (e) self-discipline and (f) success and self-image.

3. Recognize the reality of consequences.

DESIRED LEARNING OUTCOMES

Rank Order By P.T.O. Board

4. Decision making.

2. Self-discipline.

5. Responsibility for: Learning, actions, study habits, and desire to learn.

8. Accepting one's own sexuality.

3. Recognize the reality of consequences.

6. Ability to accept responsibility for one's action.

7. Honesty.

10. Basic Skills: (a) reading skills; (b) language and math skills; (c) read directions; (d) listening skills; (e) developing fine and gross motor skills; (f) develop writing skills.

9. Self-Actualization: (a) to develop a deeper understanding of themselves as individuals; (b) ability to cope with difficulties in life; (c) to recognize they have the means of change within themselves; (d) sensitivity to their own behavior; (e) self-discipline and (f) success and self-image.

1. Know where and how to locate information.

DESIRED LEARNING OUTCOMES

Rank Order By Random Sample Of Parents

4. Decision making.

3. Recognize the reality of consequences.

7. Honesty.

8. Accepting one's own sexuality.

2. Self-discipline.

6. Ability to accept responsibility for one's action.

5. Responsibility for: Learning, actions, study habits, and desire to learn.

10. Basic Skills: (a) reading skills; (b) language and math skills; (c) read directions; (d) listening skills; (e) developing fine and gross motor skills; (f) develop writing skills.

9. Self-Actualization: (a) to develop a deeper understanding of themselves as individuals; (b) ability to cope with difficulties in life; (c) to recognize they have the means of change within themselves; (d) sensitivity to their own behavior; (e) self-discipline and (f) success and self-image.

1. Know where and how to locate information.

APPENDIX J

Committee Rosters

- K-12 Year-Round Study Committee (Phase I)
- Phase II
- Make-up of Committee
- Public Information and Survey Committee

REPORT OF THE
K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE
TO THE

BOARD OF EDUCATION
CHERRY CREEK SCHOOL DISTRICT
ENGLEWOOD, COLORADO

ON

OCTOBER 8, 1973

COMMITTEE MEMBERS

Co-Chairman,* Mrs. Margie Hall and Dr. Richard Koeppe

Mrs. Pauline Andrews
Mrs. Marty Benson
Mr. James Brickey
Mr. James Brinkopf
Mr. Phil Clemens
Mrs. Louise Corwin
Mr. Emmett Cruson
Miss Kim Downing
Mrs. Agnes Dubberly *
Mr. Tom Fair
Mr. Kermit Folven

Mr. Dave Frampton *
Mrs. Myrna Fretz *
Mr. Doug Gowler
Mrs. Kay Gragg *
Mrs. Thayer Hubbard *
Mr. Dean Hughes
Mr. Al Lemieux
Mrs. Carol Levine *
Mrs. Linda Linnen
Mr. Carrol McNeill *
Mrs. Bonnie Merenstein *

Mrs. Caroline Peterson *
Mrs. Jean Rader
Miss Gwen Sells
Mr. Verne Shelley
Mr. Larry Struble
Mr. Kent Teall
Mr. Harold Thurman *
Mrs. Barbara Ungar
Mr. John Wells
Miss Lucy Whisenant
Mrs. Harriet Will *

Executive Secretary, Mr. Al Thompson

* Indicates Parent representative

CHERRY CREEK SCHOOLS

4700 South Yosemite Street
Englewood, Colorado 80110

MEMORANDUM

TO: ADCO

FROM: Richard P. Koeppe, Superintendent

DATE: January 14, 1975 RPK

SUBJECT: MEMBERSHIP OF THE PHASE II - K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

Attached is a list of members to the Phase II - K-12 Year-Round School Study Committee as appointed last evening by the Board of Education. I am, through individual letters, notifying each member of the appointment and notifying them of the first meeting of the Committee to be held on Wednesday evening, January 22, 1975 at 7:30 p.m. at the Campus Middle Unit.

Will each of you please extend my regrets to those who were nominated by your building (elementary schools only) and not selected for membership.

RPK:e

1/13/75

PHASE II - K-12 YEAR-ROUND SCHOOL STUDY COMMITTEE

MEMBERSHIP

GROUP I - SCHOOL REPRESENTATIVES

A. ELEMENTARY SCHOOLS

1.	Belleview	Mrs. Midge Rego	Parent
2.	Cherry Hills	Mrs. Carolyn Smith	Parent
3.	Cunningham	Mr. Al Lemieux	Administrator
4.	Dry Creek	Mrs. Nancy Flaming	Parent
5.	Eastridge	Mrs. Marilyn Baisel	Parent
6.	Greenwood	Miss Caroline Geyer	Teacher
7.	Holly Hills	Miss Judith Bird	Teacher
8.	Holly Ridge	Miss True Morgan	Administrator
9.	Mission Viejo	Mr. John McCall	Parent
10.	Polton	Mr. Jerry Kalamen	Teacher
11.	Village East	Mr. William Dwyer	Administrator
12.	Village Heights	Mrs. Pauline Andrews	Administrator
13.	Walnut Hills	Mrs. Beverly Bohland	Parent

B. MIDDLE SCHOOLS

1.	Campus Middle Unit	Mrs. Harriet Will	Parent
		Mr. Emmett Cruson	Teacher
		Mr. Richard Nelson	Teacher
		Mr. Darrold Isaacson	Administrator
2.	West Middle School	Mrs. Phyllis Hunley	Parent
		Mrs. Joyce Kirkpatrick	Teacher
		Mr. Kermit Folven	Teacher
		Mr. William Moeller	Administrator

C. SENIOR HIGH SCHOOLS

1.	Cherry Creek	Mrs. Lois Vitcenda	Parent
		Mrs. Marilyn Gamble	Parent
		Mr. Tom Fair	Teacher
		Mr. Mark Hampshire	Teacher
		Mr. Pat Ryan	Teacher
		Mr. Jack Reeves	Administrator
2.	Smoky Hill	Mrs. Margory Rich	Parent
		Mrs. Elizabeth Wright	Parent
		Mr. Ken Carmann	Teacher
		Mrs. Adrian Sheehy	Teacher
		Mr. John Engle	Teacher
		Dr. James Frenck	Administrator

MEMBERSHIP - continued

GROUP II - SPECIAL INTEREST GROUP

A. PARENTS - K-12

1.	Dr. Natalio Banchero	At-Large	Eastridge
2.	Mrs. Margaret Hall	At-Large	Village Heights
3.	Mr. Alfred N. Long	At-Large	CMU
4.	Mrs. Carol Race	Parent Council	Dry Creek

B. CHERRY CREEK TEACHERS ASSOCIATION - K-12

1.	Mr. Don Ridgley	Teacher	CCHS
2.	Mrs. Louise Woelber	Teacher	Cunningham
3.	Mrs. Pauline Stein	Teacher	WMS

C. STUDENTS - HIGH SCHOOLS

1.	Matt Wicklund	Student	CCHS
2.	Rona Pitts	Student	CCHS
3.	John Kimes	Student	SHHS
4.	Rebecca Armstrong	Student	SHHS

D. CO-CHAIRMEN

1.	Dr. Richard P. Koeppe	Administrator
2.	Mrs. Myrna Fretz	Parent Council

DISTRIBUTION OF COMMITTEE MEMBERSHIP

	Administrators	Teachers	Parents	Students	Total
Elementary	4	3	6	0	13
Middle Schools	2	4	2	0	8
Senior High School	2	6	4	4	16
K-12	1	3	5	0	9
TOTAL	9	16	[illegible]	4	46

FEMALE - 24
MALE - 22
TOTAL 46

NUMBER OF PERSONS WHO SERVED ON PHASE I COMMITTEE - 9

2. Year-round at the Middle School. A "Public Information and Survey Committee" has been appointed. Time is crucial and the Committee will have its first meeting on Wednesday, October 15,

Report - Phase II - K-12 Year-Round School Study Committee - continued

REPORT PHASE II K-12 YEAR-ROUND CHOOL STUDY COMMITTEE continued

1975, at 3:30 p.m. The membership is composed of the Principals and PTO Presidents of Campus Middle Unit, Laredo Middle School, Cunningham, Eastridge, Mission Viejo, Polton and Village East Elementary Schools. This selection was based on the assumption that the vast majority of middle school pupils who would go year-round are or were in year-round elementary schools; that Campus Middle Unit is a potential site and the inclusion of Village East and Polton because they are feeder schools to Laredo Middle School (also a potential site) and the students have had some exposure to year-round.

Four Public Information meetings have been scheduled at which the Superintendent will make the presentations with members of the Committee available to answer questions. The meetings will be held:

Tuesday, October 21, 1975 - 7:30 p.m., Cunningham Elementary School
Wednesday, October 22, 1975 - 7:30 p.m., Eastridge Elementary School
Thursday, October 23, 1975 - 7:30 p.m., Laredo Middle School
Tuesday, October 28, 1975 - 7:30 p.m., Mission Viejo Elementary School

Parents are welcome to attend any or all meetings. Flyers will go home from the schools announcing the meetings.

Once the Information meetings have been held, the next step will be to decide who will be surveyed and what will be included in the survey. It will be conducted sometime between November 15 and December 1, 1975. It could be a pre-registration, anonymous or signed, type of survey. It should include parents of current sixth and seventh graders on year-round, sixth and seventh graders at Village East and Polton, and fifth and fourth graders to see if there is sufficient interest in the continuation of a middle school year-round if one is started. The survey will be conducted by Dr. Feldman with assistance from Research Services, Inc.

The results of the survey will be analyzed from December 1 to December 10, 1975, and a report will be made to the Board on December 15, 1975. By early January it should be determined whether the district will or will not go with a year-round/traditional middle school. If close to the approximately 400 students needed are available, it might be offered to all other schools in the district via open enrollment.

If the situation is such that the district will not go with a year-round middle school program at this time, it will be recommended that the issue not be considered again until or after middle school #4 opens for the 1978-79 school year. It will also be recommended that the Public Information and Survey Committee become a standing "Year-Round Advisory Committee," as suggested by the Phase II Committee.

APPENDIX K

Track Change Chart

TRACK CHANGE CHART

Grade	Enrollment	No Younger Sibling	Already in Track A	Track Change From	No Track Change Desired
7th	102	18	35	B to A - 15	11
				C to A - 10	
				D to A - 13	
				Total: 38	
8th	45	9	13	B to A - 5	6
				C to A - 4	
				D to A - 8	
				Total: 17	
Totals:	147	27	48	55	17